



Syllabus Supplement

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
Meet Your Instructor: Profile and Invitation to Talk
A Semester-Opening Video Welcome and Chat With Your Instructor
More Semester-Opening Video Goodness: An Introductory Overview of the Semester Project
GEOG 4220/5220 Course Introduction
GEOG 4220 Syllabus, Fall 2020
GEOG 5220 Syllabus, Fall 2020
GEOG 4220/5220 Syllabus Supplement - PLEASE READ THIS DOCUMENT ALONG WITH YOUR SYLLABUS
GEOG 4220 Key Concepts Summary Document for the Entire Semester
GEOG 4220 Weekly Discussion Questions for the Entire Course
GEOG 4220 Course Grading
GEOG 4220/5220 Course Policies & Technology Requirements
Referencing Guidelines for this Class
GEOG 4220/5220 YouTube Class Playlist

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.

Module 2 (week 2) below is an example of what to expect each week:

The screenshot shows a Canvas LMS interface for a course. The main heading is "Module 2: GIS, Location Intelligence, and Applied Retail Geography". Below this, there are two main sections:

- Basic Module Resources:** This section contains two items: "Week 2: Learning Objectives" and "Week 2: Materials".
- Resources for This Week's Course Activities:** This section contains five items:
 - GEOG 4220 - Week 2a - GIS and Retail Video
 - GEOG 4220 - Week 2b - Location Intelligence Video
 - Week 2 - Individual Hand-In Discussion Questions (Aug 31 | 100 pts)
 - Esri Feature: The GIS Journey at Chick-fil-A
 - Applied Retail GIS Discussion.mp4

On the left side of the screenshot, there are two large curly brackets. The top bracket groups the "Basic Module Resources" section and is labeled "Basic Module Resources". The bottom bracket groups the "Resources for This Week's Course Activities" section and is labeled "Resources for this Week's Course".

Most weeks include both of these sections. Unpacking these a little, this is the content to expect in each:

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.

I will assume you have reviewed these 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.

The screenshot shows a Canvas LMS syllabus page for the course "GEOG 4220/5220". The page is titled "Course Syllabus" and includes the following content:

- Course Description:** This course is important because a knowledge of geography and its connection to retail business opens up a wide range of opportunities. Retailers like Wal-Mart and Amazon depend on experts who understand the geography's link to business success. This semester, we'll explore ideas that will give you a sound foundation for understanding the changing geography of store and non-store retail activity. The semester will also expose you to fieldwork and GIS technology that form a key part of the toolkit that geographers use everyday in their work for retailers and consulting firms that themselves work for retailers. By the end of the course, you will have an understanding of the fundamentals that retailers need, giving you a foundation for a great career in retail geanalytics.
- Course Objectives:**
 - Explain the rationale for employing a geographic perspective in the retail industry
 - Understand the fundamental concept of "business geography" as a field that exists to support improved business decision making
 - Be able to engage in intelligent discussion about the fundamental principles and applications for GIS technology
 - Ability to operate the Esri Business Analyst Web cloud Geographic Information System (GIS) package
- Grading Table:**

Group	Weight
Assignments	60%
Quizzes	15%
Discussions	25%
Total	100%

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 page at right is accessible through the link:

<http://www.murrayrice.com/geog-4220.html>

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

Course resource links

Course Youtube channel link

Download links for the two key course textbooks

Be sure to visit this site in week 1 to download your free copies of the two course textbooks

Downloadable course syllabus (4220)

Overview of Graded Tasks

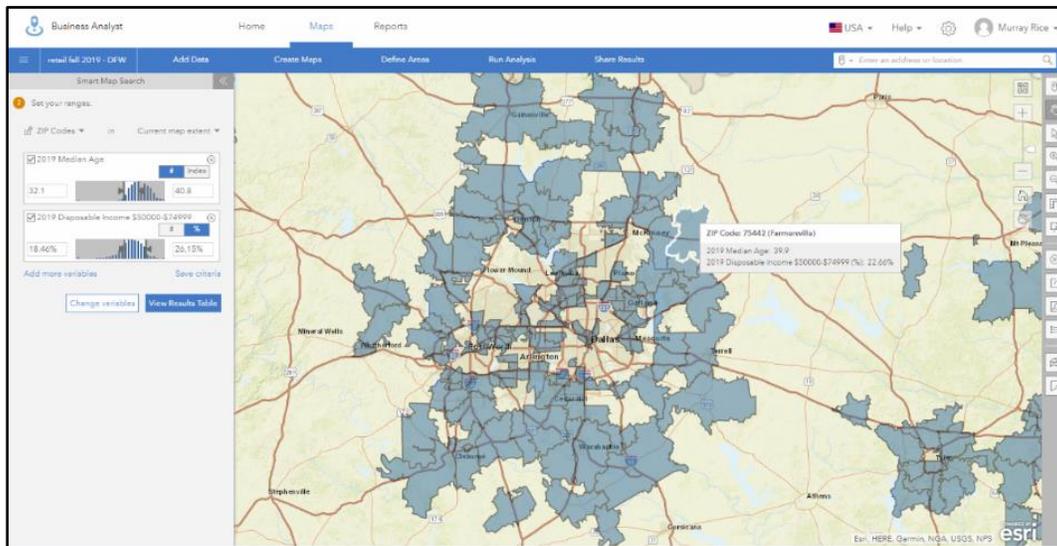
Discussion Questions: I will provide a set of discussion questions (“DQs”) for you to consider and answer in many weeks. In two of these modules (identified below as well as in the course schedule) you will submit your responses to me individually via Canvas. For most of the other modules I will provide a discussion place for you in Canvas to provide your feedback and interact with the other students on the week’s question(s). In-class discussion each week will be based in part on discussion questions each week, so it is a good idea that you invest substantial time in advance of class in thinking about the discussion questions for that week.

Weeks with a DQ set due via Canvas at the beginning of the week (“Individual DQs”): Weeks 2 and 7

Weeks with a DQ set discussed by the class in Canvas (“Classwide Online DQs”): Most Other Weeks

Retail GIS Labs: Throughout the course we will be covering material that is applied in nature. To give you some up-front practical experience in actually implementing some of the concepts and methods discussed in class, you will complete a two-part applied assignment lab series relating to the themes covered in the course. The lab portion of the course will give you practical fieldwork experience and GIS analytical experience with Esri’s **Business Analyst Web App**, a data-rich mapping and analysis software package with particular application in retail settings. *Note:* the two-part lab will provide you with capabilities you may also find useful in completing your case study term project.*

Lab work weeks: 3 and 5 (reports for each part due in weeks 4 and 6, respectively)



Esri's Business Analyst Web App

* I also teach a couple of my other 4000-level courses with a more robust GIS, Maptitude. BA Web can be thought of as having an advantage over Maptitude in terms of data, but Maptitude has a far more extensive analytical feature set compared with BA Web. Maptitude is the GIS of choice in our national business GIS user community. While we will not formally teach Maptitude in this course, I will offer the opportunity for anyone who wishes to learn Maptitude basics and use those skills in their semester project to do so in the first half of the course. Please see me if you are interested in this opportunity.

Case Study Term Project: This course requires completion of two reports and a presentation on an applied, case study topic in retail geography. I expect that you will handle this project with maximum professionalism: to succeed, you will think of this as not just another “term project”, but as a set of professional results that you are producing for an actual business client. Everything you write in your reports and that you plan for presentation should indicate that you have put your best effort forward.

- **GEOG 4220 Students:** Term Projects to be done in pairs or individually
- **GEOG 5220 Students:** Term Projects to be done individually only

Your project will focus on a specific case study topic: a retail geography analysis and recommendation. Please consider the following points as you plan your project.

The term project for GEOG 4220/5220 is a complete geographic analysis and assessment for a real-world business that will be introduced during the first week of classes this semester. For this project we will be working with government and business officials working in the retail field. Our industry contacts will meet with the class periodically during the semester to introduce the case study, define the project parameters, and provide some general insight into the project situation.

The focus of the case study will be a specific, actual business problem that is faced by a client in need of geographic analysis and advice to guide their future plans. You will be filling the role of a location analyst in completing your project work. This project will give you an excellent introduction to the connection between geography and real-world business problems through this project. Because you are working with an actual business problem, you will have an abundance of real-world information about the business and its markets that you will need to consider in combination with the concepts and methods we are learning in this class. Some of this information may be given to you directly in class, but some might be up to your on resourcefulness to locate and obtain.

To succeed in this project, you will need to think carefully about the role you are playing in this case study, the case study business problem itself, including locations and markets. A few questions to consider: What are the business and government professionals like your industry contacts trying to accomplish – and following from that, what are you really trying to accomplish in your analysis? Where is the case study business currently located? What geographic factors contribute to success for this business? Who are its customers? Where are they located? How and when do these customers actually travel to the business? Who are the business’ key competitors? Where are they located? How is this competitive situation changing over time?

Last thought: the focus of your report should be on geography and the considerations the case study business need to make related to locations and markets. You will find that the GIS software skills you gain early in the course through Esri’s **Business Analyst Web App** will also be very useful in completing your case study analysis.

It is important that you begin planning and working on your project immediately: you will find you need the entire semester to complete the project well.

Components of the Case Study Term Project: There are three components to this project.

1. Initial Environmental Scan Proposal (due on the Wednesday of week 8): a concise, focused outline of your approach and ideas for the project. Key elements here include:

- Definition of the project focus in your own words, including a concise statement of the specific problem(s) to be solved and who the problem is to be solved for (the client).
- Specification of the overall logic you propose to use in addressing the project problem.
- Listing of the data sources and other resources you have identified for use in completing the project analysis.
- ✓ • **What it is:** an initial plan
- ✗ • **What it should not have:** any actual results (those are for the final presentation and report)

2. Final Project Report (due in week 13): 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.

3. Final Project Presentation (to occur in weeks 13 and 14): an oral presentation to the class of your completed project findings and analysis. Key elements here include evaluation in two dimensions:

- **1. Specific Presentation Content:** research problem, significance of the problem, research findings, linkage of findings to client needs, clear connection to the retail geography focus of the course, and actionable conclusions.
- **2. Overall Presentation Quality:** organization, speaking style, Powerpoint/visuals usage, and ability to hold interest and engage audience.

**Case Study Term Project
Sponsor in Fall 2020**



Special COVID-19 Note for Fall 2020

None of the below takes away anything from my commitment to allow everyone to get through the semester safely. Please see me if you have any issues with meeting in person due to the COVID-19 pandemic. I am prepared to be flexible in working with everyone and any special concerns you may have, but this may mean you will need to show some flexibility as well.

Because of the COVID-19 Pandemic, we are making some special arrangements for our class this semester. We will be fully implementing social distancing and other strategies inside and outside of class to minimize the possibility of virus spread.

To further manage the risk and reduce the disease-spreading opportunities we all face from COVID-19, on a typical week our default mode of meeting will be:

- **Monday:** meet in person in our ENV 125 classroom (11:00 AM to 12:20 PM)
- **Wednesday:** meet remotely via Zoom (11:00 AM to 12:20 PM)
- **Thursday:** office hours remotely via Zoom (2:00 to 4:00 PM)

However, a few class weeks will work slightly differently than the default schedule described above.

- **Week 5 (the week of our GIS Lab Part 2) is one of these weeks.** Because GIS Lab Part 2 is entirely a web-based lab that uses cloud (web-based) software, I will be available to everyone via Zoom during our regular class meeting time on both Monday and Wednesday. You will also need to take Quiz #1 at some point on Wednesday this week (anytime during the day).
- **Week 8 is another unusual week.** I will meet with everyone twice this week via Zoom, with Monday being our regular class discussion. Wednesday this week will have a lot going on:
 - At some point during the day Wednesday you will need to take **Quiz #2** on Canvas.
 - Also, your initial environmental scan report is due on Wednesday.
 - Finally, on Wednesday we will also have a Zoom meeting with everyone to debrief on the environmental scan and start to look toward your final report and presentation.
- **Week 9 will be a short meeting week for the class.** UNT Geography is hosting a special online learning opportunity on Monday and Tuesday that week (more details in class in the weeks before). So I will meet with everyone once this week via Zoom, with Wednesday being the lone class meeting via Zoom for that week.
- **Week 11 includes our last Quiz of the course.** I will meet with everyone twice this week, with Monday being in-person and Wednesday being via Zoom. The special element this week is to please remember to take **Quiz #3** sometime during the day on Wednesday.
- **Lastly, all class sessions for Weeks 13 and 14 (project presentations) and Week 15 (wrap up) will be on Zoom.** We will discuss the meeting schedule for these weeks in late October.

Zoom Information	Link to Join via Zoom	Zoom Meeting ID
Remote Class Meetings	https://unt.zoom.us/j/99602446138	996 0244 6138
Office Hours (Thur., 2-4 PM)	https://unt.zoom.us/j/96863073087	968 6307 3087

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 15th 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.

