



Geography 252
Coastal Geography
Fall 2014

Instructor Dr. Rosaline Canessa (rosaline@uvic.ca)
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Office hours: Tuesday 12:30 – 2:00, Friday 10:30-12:00 or by appointment.

Class time Tuesday, Wednesday, Friday 9:30 am – 10:20 am

Classroom Cornett B143

Website coursespaces.uvic.ca

Course Goals (1) to get excited about living near and studying the coast; and
(2) to gain a broad understanding of the biophysical, social and human use aspects of coastal areas and the connections among these three aspects.

Learning Objectives By the end of the course you will:

- (1) appreciate the breadth and complexity of coastal environments;
- (2) be able to recognize and explain the importance of coastal processes, land forms and habitats in the field;
- (3) understand the range of coastal communities, what makes them unique and vulnerable, and the challenges and opportunities they face;
- (4) apply coastal planning tools and approaches to protect ecosystem integrity and socio-economic sustainability;
- (5) gain field experience by applying knowledge gained to a coastal area; and
- (6) develop your creative skills through a visual essay.

Course Description Coastal geography encompasses the study of biophysical processes and features of coastal areas. It also focuses on the interaction between the biophysical environment, and human use and interests, through, for example, coastal development, resource utilisation and conservation. This course explores a wide variety of coastal topics from a geographical perspective. Topics may include oceanography, ecology, coastal geomorphology, habitats, biodiversity, coastal landscapes, climate change, coastal communities, fisheries, indigenous people and tourism. These topics are grouped into four modules: 1. Introduction; 2. Biophysical; 3. Communities; 4. Human Use and Conservation. The lectures will be supplemented with guest speakers from the Department of Geography who engage in research on the coast related to each of these modules.

Readings Readings will be assigned for each module. Readings will be available on coursespaces.uvic.ca.

Field Trip You will have the opportunity to go on a fieldtrip to the beautiful Cowichan Estuary. The Cowichan Estuary is a perfect example of bringing together the many themes we will discuss in class. In addition to walking around the estuary, we will also be meeting with people involved in various capacities in the estuary, e.g., biologists, residents, First Nations, industry, stewardship groups. The field trip is optional but there will be a bonus/optional question on the exam related to the fieldtrip. The date and time of the fieldtrip will be determined during the first week of class to minimize conflicts with your other classes.

Grading Readings (30% of final grade)

Evaluation A reading will be assigned for each of the modules. These readings are be critical to set the context and engage discussion of lecture material.

Before the first class of each module you will submit 2-3 sentences for each of three ‘talking points’ raised by the article based on your reflection of the reading. These can be ideas generated, links to other readings, courses or personal experience, critiques of the article, ‘sticking points’ that are confusing, questions raised etc. These must go beyond summarizing the article to demonstrate your own critical thinking. These will be handed in on CourseSpaces. Late assignments will NOT be accepted. (5% of final grade)

Due Dates:

Biophysical – September 16th, by 8:30 am

Communities – October 8th, by 8:30 am

Human Use and Conservation – November 4th, by 8:30 am

At the end of each module you will submit a short paper answering specific questions associated with the reading and relating the lecture material to the reading. Answer the question(s) for each module (max. 500 words, include word count in your submission). Submit a digital copy on CourseSpaces and a hardcopy in class. 1 mark will be deducted for each 100 words, or portion thereof, over the word limit. For example, if you get a 7/8 on your assignment but you wrote 535 words, your mark will be reduced to 6/8. Any articles/documents used beyond the assigned reading must be appropriately cited and included in a reference list. The reference list is not part of the word count.

Marking scheme (5% of final grade each):

Content coverage: (2%) Have you addressed all parts of the question with sufficient breadth (e.g., more than one example)?

Content depth: (2%) Have you provided some insight and critical thinking, beyond just description?

Writing: (1%) Is the essay well organized with correct grammar, spelling and referencing?

Does each paragraph have a core theme that is clearly articulated in the first sentence of the paragraph?

Due Dates:

Introduction - September 10th by 9:30 am (grade will not contribute to final grade but feedback will be provided)

Biophysical - October 3rd by 9:30 am

Communities - October 31st by 9:30 am

Human Use and Conservation - November 28st by 9:30 am

Coastal Geography Visual Essay (30% of final grade)

Working in pairs, students will complete a photo essay or video essay that integrates the themes of the course. Your visual essay should describe and analyse the ‘character’ of the coastal area you observed by describing the various dimensions of the coastal geography of the area based on first hand experience and research. Spend some time observing a coastal area. The area may be in Victoria or elsewhere, but **you must visit the area during the term**. You may visit it once or go back several times to observe changes due to weather, time of day, time of year etc. Additional information can be gathered from sources such as print material, websites, or talking to people you see at the site. The assignment should integrate (1) an overview of the area including location; (2) a description of the biophysical features and processes, e.g., habitats, organisms, substrate, physical processes; (3) a description of coastal communities, development, resource use, conservation and other human activity; and (4) critical analysis that reflects concepts covered in class.

You may submit your assignment in one of two formats that combines imagery (photos and/or video) and verbal description (text and/or audio).

- Photo Essay: 10 pages (printed, scrap book style). Should include photos and associated text. May also include other items, e.g., pressed seaweed for a scrapbook.
- Video Essay: 10 minutes. Includes both video and/or still imagery with voice-over audio. You must submit a PDF document of the script, including citations.

Marking scheme (30%):

Content coverage: 13%

Independent thought and creativity: 13%

Organisation, form and style: 4%

See “Standards for a Photo and Video Essay” for more details on marking scheme.

There will be a prize for the best photo essay and best video essay!!

Due Date: December 2nd at 9:30 am

Pecha Kucha (5% of final grade)

Pecha Kucha is a presentation style in which concise and fast-paced presentations are delivered in a series. Each group will make a Pecha Kucha presentation in Power Point of their visual essay coastal area. Four Pecha Kucha sessions will be scheduled throughout the term. Each

Pecha Kucha presentation will include 7 image slides (1 image per slide; no added text other than image credit, if necessary) shown for 30 seconds each (3½ minutes in total). At least 4 of the 7 images must have been taken by the students and 1 of the slides must include a map showing the location of the coastal area (with credit to the source of the image). The aim of the presentation is to introduce your visual essay study site and highlight key aspects of the site.

Marking scheme:

Content (2.5%) – provides a good overall impression of the coastal area; reflects topics covered in class;

Delivery (2.5%) – clear and engaging speaking; images are clear and reflect the content;

Due Date: Throughout term PowerPoint files must be emailed by 4:30pm the day before your scheduled presentation.

Midterm (10%)

Date: October 7th

Final Exam (25%) – Cumulative final exam

Date: To be scheduled during the exam period.

Late Policy: 10% will be deducted for every day an assignment (reading essay or visual essay) is late. Exceptions will only be granted for medical reasons (requiring a written note from a medical practitioner stating your inability to complete the assignment on time) or other significant personal circumstance.

Classroom Environment My aim is to encourage an engaging, respectful, effective and inspiring learning environment for all. This includes using a variety of teaching tools, being on time, facilitating and participating in informed and attentive discussions, and minimizing distractions. Towards this end only electronic devices that are being used for lecture purposes (i.e., note-taking, accessing the web for discussion information) may be used in the class. Texting, tweeting, instagramming, facebooking, surfing, social networking, game playing etc are distracting and disrespectful to the instructor and your fellow students (Tindall and Bohlander 2011). Furthermore, studies have shown that using electronic devices in the classroom other than for note-taking leads to statistically lower grades (Duncan, Hoekstra and Wilcox 2012)! A student seen to be using an electronic device for reasons other than legitimate lecture purposes will first receive a warning. A second violation will result in confiscation of the device for the duration of the lecture.

**UVic Undergraduate
Grading Policy*:**

| Passing Grades | Description |
|----------------|---|
| A+ A A- | Earned by work which is technically superior , shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations . Normally achieved by a minority of students. |
| B+ B B- | Earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students. |
| C+ C | Earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities. |
| D | Earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree. |
| F | Earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree. |

- As stated in the 2014-2015 Calendar

| A+ | A | A- | B+ | B | B- | C+ | C | D | F | N* |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|-------|--------|
| 90-100% | 85-89% | 80-84% | 77-79% | 73-76% | 70-72% | 65-69% | 60-64% | 50-59% | 0-49% | (Fail) |

*** N grades:**

Students who have completed the visual essay, midterm exam and final exam will be considered to have completed the course and will be assigned a final grade. Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage on other elements of the course. An N is a failing grade, and it factors into a student's GPA as 0 (zero). The maximum percentage that can accompany an N on a student's transcript is 49.

The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.