



COURSE OUTLINE
Coastal Geography

Class time: Monday, Wednesday 4.30-5.50 pm
Classroom: Elliott 060
Website: coursespaces.uvic.ca

Office Hours: Wednesday 6-7 pm or by appointment
Office Location: DTB B204
Contact: akrey@uvic.ca

COURSE DESCRIPTION

Explores a wide variety of coastal topics from biophysical, ecological, and social-economic perspectives. Topics focus on coastal landscapes and communities that may include fundamentals of coastal oceanography, climate, biodiversity, water quality, fisheries, Indigenous People, tourism and implications for management.

KEY THEMES: Biophysical coastal features, Coastal communities, Human use, Natural Resources, Sustainability

Almost half of the world's population lives on the coast and this percentage is increasing. These people are increasingly vulnerable to climate change, declining fisheries, and other hazards. Generation after generation, coastal people are committed to living and working on the coast. Today they are looking for unobstructed views, recreation and tourism, innovative aquaculture, and offshore energy. Coastal ecosystems also provide more than a third of the world's ecosystem goods and services that we rely on. Not all these interests go well together, and we are looking at ways to achieve ecosystem integrity and socio-economic sustainability.

As a student in this course you will develop a solid foundation in Coastal Geography by examining the three main units of the course: the **Biophysical** module explores coastal formations, processes and habitats; **Coastal Communities** concerns the diversity, vulnerability and resiliency of people living in coastal regions; **Human Use** examines the utilization of coastal areas and their natural resources and conservation approaches.

REQUIRED TEXTS

Required readings will be posted on CourseSpaces and will be the basis for graded assignments.

LEARNING OUTCOMES

By the end of this course you will be able to

- identify and explain coastal processes, land forms and habitats
- articulate the diversity of coastal communities and what makes them vulnerable and resilient
- recognize the complexities of managing human use on the coast
- critically evaluate some coastal planning tools and approaches towards achieving ecosystem integrity and socio-economic sustainability
- observe coastal characteristics in the field and apply knowledge to describe a coastal area
- express your creativity through a visual essay

CLASSROOM ACTIVITIES

We will meet twice a week and I encourage you to come prepared with the week's readings and contribute to classroom discussions and lecture activities. We will draw on scientific papers and guest presentation but also on events captured by media and controversies surrounding coastal geography.

You will submit purposeful reading assignments almost every week. These readings form the basis for your active learning experience. During class sessions you will have the opportunity to engage actively in think-pair-share, full-class and small group discussions, peer teaching and problem-solving activities to further explore the complexity of coastal issues.

You will prepare a visual essay on the various dimensions of the coastal geography of a specific coastal area that you will visit during the term. You will also present a Pecha Kucha on the selected coastal area. Please find detailed information on assignments in the appendix and on grading in the evaluation section below.

You might have the opportunity to go on a fieldtrip to the Cowichan Estuary. The Cowichan Estuary is a perfect example of bringing together the many themes we will discuss in class. Dates are still being organized but will probably be in October.

EVALUATION

Assignment/Exam ¹	Due Date/Time	% of Final Grade
Purposeful reading assignment (best 10 out of 11)	Throughout term ² , at 4.30 pm on due date	30% (3% each)
Pecha Kucha Presentation	Various dates in November ³	5%
Visual Essay	Wednesday, November 28 at 4:30 pm	25%
Midterm Exam	Wednesday, October 10 at 4.30 pm	15%
Final Exam	Exam period	25%

1. Please find details on the assignments in the appendix.
2. Readings for these assignments will be posted on CourseSpaces. Due dates are: Sept 10,17,24, Oct 1,15,22,29, Nov 5,19,26, Dec 3
3. Choices of November 7,19,21,26. PowerPoint files must be emailed to me (akrey@uvic.ca) by 12 pm the day before your scheduled presentation.

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: <http://geog.uvic.ca>
- Undergraduate Advisor: Dr. Phil Wakefield – geogadvisor@uvic.ca

COURSESPACES

Mandatory reading will be posted on CourseSpaces. Also, you will submit your reading assignments on CourseSpaces.

<https://coursespaces.uvic.ca/>

POLICY ON LATE ASSIGNMENTS

Assignments submitted on the due date and time are eligible for full marks. Any assignment you choose to submit later than the due date will be accepted for up to seven days passed the due date but will be eligible for a lower mark. You will lose 10% for every 24 hours your assignment is late. For example, if an assignment is due Monday afternoon at 4.30 pm but you hand it in Friday night at 8 pm you will be eligible for 50% of the marks.

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat. I reserve the right to use plagiarism detection software or other platforms to assess the integrity of student work.

Policy on Academic Integrity: <http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html> If you have any questions or doubts, talk to me, your course instructor. For more information, see <http://www.uvic.ca/learningandteaching/students/resources/expectations/>.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible (<https://www.uvic.ca/services/cal/>). The RCSD staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations.

POSITIVITY AND SAFETY

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

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

In October I will also ask you to fill out an informal, anonymous survey regarding my teaching. This feedback is voluntary and will help me improve my instructional skills during the course.

WEEKLY CALENDAR

The schedule below is preliminary. Topics and readings will be updated on CourseSpaces.

Date (tentative)	Topic	Reading assignment
Wednesday, Sept 5	Course introduction	
Monday, Sept 10	Importance of coastal areas	Martínez, M.L., Intralawan, A., Vázquez, G., Pérez-Maqueo, O., Sutton, P. and Landgrave, R., 2007. The coasts of our world: Ecological, economic and social importance. <i>Ecological Economics</i> , 63(2-3), pp.254-272.
Wednesday, Sept 12	Intro Biophysical	
Monday, Sept 17	Coastal formations and processes	Klee, G.A. 1999. The Coastal Environment. Prentice Hall, USA. Chapter 1: The Coastal System, pp. 4-14, Coastal Formations, pp. 14-28.

Wednesday, Sept 19	TBA	
Sept 21	<i>Last day for adding courses</i>	
Monday, Sept 24	TBA	TBA
Wednesday, Sept 26	TBA	
Monday, Oct 1	TBA	TBA
Wednesday, Oct 3	TBA	
Monday, Oct 8	Thanksgiving: no class	
Wednesday, Oct 10	Midterm	
Monday, Oct 15	Intro Coastal Communities	TBA
Wednesday, Oct 17	TBA	
Monday, Oct 22	TBA	TBA
Wednesday, Oct 24	TBA	
Monday, Oct 29	TBA	TBA
Wednesday, Oct 31	TBA <i>Last day for withdrawing from first term courses without penalty of failure</i>	
Monday, Nov 5	Intro Human Use and Conservation	TBA
Wednesday, Nov 7	TBA Pecha Kucha	
Monday, Nov 12	Reading break: no class	
Wednesday, Nov 14	Reading break: no class	
Monday, Nov 19	TBA Pecha Kucha	TBA
Wednesday, Nov 21	TBA Pecha Kucha	
Monday, Nov 26	TBA Pecha Kucha	TBA
Wednesday, Nov 28	TBA	
Monday, Dec 3	TBA	TBA
Wednesday, Dec 5	TBA	

TBA: To be announced

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

STUDENT SUPPORT AND RESOURCES AT UVIC

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

<https://www.uvic.ca/services/counselling/>

Health Services - University Health Services (UHS) provides a full-service primary health clinic for students and coordinates healthy student and campus initiatives.

<http://www.uvic.ca/services/health/>

Centre for Accessible Learning - The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you discuss your needs with them the quicker they can assist you in achieving your learning goals in this course.

<https://www.uvic.ca/services/cal/>

The Office of Indigenous Academic and Community Engagement (IACE) supports the success of Indigenous students attending UVic.

<https://www.uvic.ca/services/indigenous/index.php>

Centre for Academic Communication (CAC)

CAC tutors can help you compose better essays, integrate your research and ideas, and become a more efficient writer. They also help students with all areas of academic communication, including giving great presentations, understanding academic integrity, and knowing the academic expectations of undergraduate and graduate work. The CAC helps you acquire the skills necessary to be an effective, efficient communicator in the university environment. They won't edit or fix your work for you; rather, they focus on your role in the process, allowing you to develop your abilities and confidence as a communicator.

<https://www.uvic.ca/learningandteaching/home/home/centre/>

Appendix – Assignment Details

Purposeful reading assignments (30% of final grade)

Readings on topics of Coastal Geography will be assigned throughout the term and will be posted on CourseSpaces. These readings set the context and enable active learning through discussions and group tasks during class time. There will be eleven purposeful reading assignments in total of which you have to hand in at least ten (3% of final grade each). If you submit all eleven, the best ten will be counted towards your grade.

In your short assignments you will describe the three most important aspects of the paper, reflect on two “talking points” and pose one question about the text. ‘Talking points’ raised by the article are based on your reflection of the reading. These can be ideas generated, connections to other readings, courses or personal experience, critiques of the article, ‘sticking points’ that are confusing. Talking points must go beyond summarizing the article to demonstrate your own critical and applied thinking.

You can use point form or one to two sentences for each part.

Marking scheme: 3 points for each assignment (3% of final grade for each reading assignment)

- 0.5 each for three important aspects of the text (=1.5)
- 0.5 each for two insightful talking points (=1)
- 0.5 for one question about the text, in question format (0.5)

You will submit your assignments through CourseSpaces before 4.30 pm on the day of the due date: Sept 10,17,24, Oct 1,15,22,29, Nov 5,19,26, Dec 3

Visual Essay (25% 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 analyze 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 are strongly advised to visit your site several times during the term to observe changes due to weather, time of day, time of year and to get more than a snapshot of the place. Additional information can be gathered from sources such as print material, websites, or talking to people you see at your field 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 observation 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: 10-12 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: 10-12 minutes. Includes both video and/or still imagery with voice-over audio. You must submit a PDF document of the script, including citations.

Please see me if you have other creative ideas for presenting your visual essay. Individual work will be considered only with prior approval. Pairs and coastal areas will be determined in September.

Marking scheme (**25% of final grade**):

- Content coverage: 10%
- Independent thought and creativity: 10%
- Organization, form and style: 5%

See “Standards for a Photo and Video Essay” on CourseSpaces for more details on marking scheme. The due date for submission of the Visual Essay is November 28 at 4.30 pm.

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 pair will make a Pecha Kucha presentation in Power Point of their visual essay coastal area. Both group members must contribute to the preparation and verbal presentation. 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 yourselves 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

Presentation dates are November 7,19,21,26. PowerPoint files must be emailed to me (akrey@uvic.ca) by 12 pm the day before your scheduled presentation.