

Geography-1: Living in a Changing World (GEOG1001 and GEOG1007)

Student Handbook Course Information

2018-19



**University
of Glasgow**

**School of Geographical
& Earth Sciences**

Welcome to Geography-1!

A warm welcome to everyone who has joined the Geography-1 course for the year 2018-19. This handbook contains a range of important information relating to the course and should be referred to throughout the year. Please use this handbook in conjunction with the Geography-1 Moodle site. The Moodle site will contain a lot of extra information such as guides to help you with your assessments, lecture slides, seminar materials, scanned readings and reading lists, so should be checked regularly.

In this handbook you will find information relating to:

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Our key aim in Geography-1 is to introduce you to the diverse and stimulating subject of Geography through a range of different teaching blocks:

| | |
|----------------------------------|-------------------------|
| A World of Resources | A Shrinking World |
| A World of Changing Environments | A World of Interactions |
| A World of Development | A World of Difference |

These blocks all seek to invite you to learn about the world and its complexities through a range of different topics and learning styles comprising of lectures, labs and tutorials.

We hope that you find this handbook helpful in your studies and we wish you the best of luck in your studies, both in Geography and in your other subjects this year.

Best wishes,

Dr. Hannah Mathers (Course & Practical Convenor), Dr. Adrian Bass (Co-convenor)

Teaching Staff on Geography-1

Throughout the year you will be introduced to a number of staff working in Geographical & Earth Sciences. We hope that you will get to know staff and their interests and that you will feel part of the Geography community here at the University of Glasgow.

Course Convenor: Dr Hannah Mathers



Room 308 East Quadrangle

Hannah.Mathers@glasgow.ac.uk

Course Co-Convenor: Dr Adrian Bass



Room 402a East Quadrangle

Adrian.Bass@glasgow.ac.uk

If you have any questions about the course please contact the convenors in the first instance. Email is often the best way of getting hold of us, although please bear in mind that we may be dealing with other issues and therefore it may take a few days to reply! Other staff details are below should you wish to contact them about their particular classes. You will also be taught by a lab leader, lab demonstrator and tutor throughout your time in the course. These will be important points of contact for you and their details can be found on Moodle.

Teaching Staff on Geography-1

| Name | Lecture Block | Email |
|----------------------------|--------------------------------------|--|
| Dr. Rhian Thomas | Resources | Rhian.Thomas@glasgow.ac.uk |
| Dr Larissa Naylor | Changing Environments & Interactions | Larissa.Naylor@glasgow.ac.uk |
| Dr Cheryl McGeachan | Resources & Difference | Cheryl.Mcgeachan@glasgow.ac.uk |
| Dr. Hannah Mathers | Changing Environments | Hannah.Mathers@glasgow.ac.uk |
| Dr. Emma Laurie | Development | Emma.Laurie@glasgow.ac.uk |
| Dr Kate | Shrinking World | Kate.Botterill@glasgow.ac.uk |
| Prof Hayden Lorimer | Shrinking World | Hayden.Lorimer@glasgow.ac.uk |
| Prof Jo Sharp | Resources & Difference | Jo.Sharp@glasgow.ac.uk |
| Dr. Ian Shaw | Difference | Ian.Shaw.2@glasgow.ac.uk |

School office support will be provided by Leenah Khan (Leenah.Khan@glasgow.ac.uk). Leenah is located in Room 316 in the East Quadrangle.

When sending emails always include your name and, if it is concerning tutorials or labs, then the day and time of your class. This is important as it will help us respond accordingly.

Background Information about the School of Geographical & Earth Sciences at the University of Glasgow



Studying Geography in the School of Geographical & Earth Sciences at the University of Glasgow offers a diverse and friendly environment from which to undertake your undergraduate studies. Geography is the study of the surface of the Earth as the site of human living and working. It considers the variability in physical and human landscapes, along with the interrelationships binding them together, and because of this diversity in scope the degree programme will introduce you to a number of different topics. Experts in their fields will teach option courses on topics such as, coastal processes, landscape and culture, geographies of development, environmental hazards, historical geographies, GIS, global sediment systems and many more.

More information about the course can be found at the School website: <http://www.gla.ac.uk/undergraduate/degrees/geography/>

Career prospects

Many of our graduates go on to exciting and varied careers and the following list shows where some of our recent Geography graduates have been employed:

- International Family Tracing Service Coordinator at British Red Cross
- Coastal and rivers engineer, Glasgow
- Field studies tutor, Cumbria
- Environmental social researcher, Scottish Government
- Statistician, Scottish Government
- Hydrographic surveyor, Aberdeen
- Teacher, Scotland
- Supply chain manager, BAE Systems
- Investment manager, Liverpool

You can read some of our recent graduated student career stories here: <http://www.gla.ac.uk/schools/ges/careersa-z/>

The University offers a range of career support services and more information can be found at their website: <http://www.gla.ac.uk/services/careers/>



You can also keep up-to-date with the latest news from the School of Geographical & Earth Sciences by following our twitter feed on **@UofGGES**.

Aims and Learning Outcomes

The key aims of the Geography-1 one course are:

- to introduce students through the lecture courses, tutorials, lab and essay work to the nature of contemporary human and physical geography, the complex interweaving of these two fields of geographical enquiry, and their continued – and increasing – importance in understanding and shaping the world around us;
- to develop cartographic and field data interpretation and presentation skills through the laboratory classes;
- to acquire essay writing, presentation, and debating skills plus exam technique;
- to develop problem solving skills.

Each section of the lecture course has specific outcomes, which are described on the documentation prepared by individual lecturers however the subject-specific learning outcomes in Geography–1 include being able to:

- define and describe the character of places;
- analyse how places, landscapes, landforms, and environmental and social processes vary at different spatial scales;
- explain some of the basic physical, environmental and human factors responsible for spatial variations between places at local, national and international scales.

Students who take Geography–1 will also develop an array of graduate attributes. These will include:

- developing oral and teamwork skills by contributing to the presentation of arguments in tutorial group discussions and in lab work and presentations;
- developing the ability to construct a written critical argument based on library-based research, and conforming to academic conventions in terms of citations and referencing;
- being able to work to deadlines.

Course Position

This course may be taken as a unit in its own right, qualifying for the Ordinary or General degree, or it may act as a foundation for two, three or four years of study of Geography leading to an Honours Degree in Geography. The course carries 40 credits although students will be permitted to exit the course in week 13, following the December exam, and be awarded 20 credits if permission has been agreed with the Course Convenor and the relevant Advisor. There are no pre-requisites for entry to the course, although most of the class normally have 'A' or 'B' passes in Geography at Higher Grade/A-Level.

Moodle

MOODLE is an innovative web-based teaching and learning tool. MOODLE forms the information hub for the Geography-1 course: important announcements, reading lists, lecture slides and handouts are all found in this online resource. It is important that students register to use MOODLE as soon as possible after the start of the course. Important course information (e.g., changes to lectures, arrangements for collection of continuous assessment) will be posted onto the MOODLE forum and sent through MOODLE by email to the email address you used to register with the MOODLE site. **It is very important, therefore, that students check this email account regularly for course announcements.** Additionally, a class notice board is located on the ground floor of the Geography Building in the East Quadrangle. From time to time, lecturers may distribute reading lists and other printed material. However, lecturers will also make available overheads and handouts via MOODLE, and ordinarily, this site should be consulted in the first instance.

Class Timetable

A timetable can be found in this booklet, the general structure of which is as follows:

- a) **Lectures:** 11.00 a.m. on Tuesday, Wednesday, and Thursday. Location: the location for lectures will change throughout the semester due to room availability but this will be updated automatically on your MyCampus timetable so be sure to check this weekly.
- b) **Tutorials:** Ten 1-hour meetings throughout semesters 1 and 2. Location: Room 501, School of Geographical and Earth Sciences (East Quadrangle).
- c) **Practical Classes:** Ten 3 hour practical classes throughout semesters 1 and 2. Location: Room 412, School of Geographical and Earth Sciences (East Quadrangle).

All students will be assigned to a lab and tutorial group at the beginning of the year through the sign-up system on MyCampus. **It is very important that you check when and where your classes are taking place through your MyCampus profile and keep checking this for any changes and amendments that have to be made throughout the year.** If you have any timetabling issues please contact the course convenors as soon as possible. Detailed information about the lab and tutorial component of the course can be found in your Practical Handbook which is available on Moodle.

GEOGRAPHY-1 LECTURE TIMETABLE 2018-2019

| Week Beg. Mon | Wk No. | Tues (11-12) BO LT(1) | Wed (11-12) WILT (105) | Thurs (11-12) WILT (105) | | Lab Stream | Lab EQ 412 | Tut Stream | Tutorial EQ 501 |
|---------------------------|---|--|--|---------------------------------------|--|------------|-----------------|------------|----------------------|
| 17/09/18 | 6 | Introduction HM | World of Res. JPS | World of Res. RT | | | | | |
| 24/09/18 | 7 | World of Res. RT | World of Res. RT | World of Res. RT | | B | Intro lab | A | Media |
| 01/10/18 | 8 | Physical Geog Project HM | World of Res. CMeG | World of Res. CMeG | | A | Intro lab | B | Media |
| 08/10/18 | 9 | World of Res. JPS | World of Res. CMeG | World of Res. JPS | | B | Physical 1 | A | Journal |
| 15/10/18 | 10 | Chang. Envt. LN | Chang. Envt. LN | Chang. Envt. LN | | A | Physical 1 | B | Journal |
| 22/10/18 | 11 | Chang. Envt. HM | Chang. Envt. HM | Chang. Envt. HM | | B | Physical 2 | A | Writing |
| 29/10/18 | 12 | Chang. Envt. LN | Chang. Envt. LN | Chang. Evt. LN | | A | Physical 2 | B | Writing |
| 05/11/18 | 13 | Chang. Evt. HM | Chang. Evt. HM | Chang. Evt. HM | | B | Physical 3 | A | Coasts |
| 12/11/18 ESSAY 1 | 14 | World of Dev. JPS | World of Dev. JPS | World of Dev. EL | | A | Physical 3 | B | Coasts |
| 19/11/18 | 15 | World of Dev. JPS | World of Dev. JPS | World of Dev. EL | | B | Chang. Euv. | A | Volunteer Tourism |
| 26/11/18 | 16 | World of Dev. EL | World of Dev. JPS | World of Dev. JPS | | A | Chang. Euv. | B | Volunteer Tourism |
| 03/12/18 - 14/12/18 | Revision/Exams | | | | | | | | |
| 17/12/18 - 04/01/19 | Christmas Vacation | | | | | | | | |
| | | Tues (11-12) "Venne varies" | Wed (11-12) Kelvin Gallery (413) | Thurs (11-12) WILT (105) | | Lab Stream | Lab EQ 412 | Tut Stream | Tutorial EQ 501 |
| 09/01/19 | 22 | Shrink. World HL SCW201 | Shrink. World KB | Shrink. World KB | | | | | |
| 14/01/19 | 23 | Shrink. World HL WILT (105) | Shrink. World KB | Shrink. World KB | | B | Critical Doc | A | Sustain Dev |
| 21/01/19 | 24 | Shrink. World HL WILT (105) | Shrink. World KB | Intro Human Geog Lab Project HM | | A | Critical Doc | B | Sustain Dev |
| 28/01/19 | 25 | Exam F/back HM/AB SCW201 | Interactions AB | Interactions AB | | B | Visual | A | Essay Writing |
| 04/02/19 | 26 | Interactions AB SCW201 | Interactions LN | Interactions AB | | A | Visual | B | Essay Writing |
| 11/02/19 | 27 | Interactions AB SCW201 | Interactions AB | Interactions AB | | B | Human 1 | A | Digital World |
| 18/02/19 | 28 | Interactions LN Kelvin Gallery 413 | Interactions LN | Interactions LN | | A | Human 1 | B | Digital World |
| 25/02/19 ESSAY 2 | 29 | Interactions AB SCW201 | Interactions AB | Interactions LN | | B | Human 2 | A | Interactions |
| 04/03/19 | 30 | World of Diff. CMeG SCW201 | World of Diff. IS | World of Diff. IS | | A | Human 2 | B | Interactions |
| 11/03/19 | 31 | World of Diff. CMeG SCW201 | World of Diff. IS | World of Diff. IS | | B | Human 3 | A | Fracking Debate |
| 18/03/19 | 32 | World of Diff. CMeG Kelvin Gallery 413 | World of Diff. IS | Wrap-Up HM/AB | | A | Human 3 | B | Fracking Debate |
| 25/03/19 - 01/04/19 | Revision and Examination Period after Spring Vacation | | | | | | | | |

Geography-1 Lecturing Staff Details:

| | |
|-------------------------------|--|
| Dr. Cheryl McGeachan (CMcG) | Cheryl.Mcgeachan@glasgow.ac.uk |
| Professor Jo Sharp (JPS) | Jo.Sharp@glasgow.ac.uk |
| Dr. Adrian Bass (AB) | Adrian.Bass@glasgow.ac.uk |
| Dr Ian Shaw (IS) | Ian.Shaw.2@glasgow.ac.uk |
| Dr Kate Botterill (KB) | Kate.Botterill@glasgow.ac.uk |
| Dr Hannah Mathers (HM) | Hannah.Mathers@glasgow.ac.uk |
| Dr Emma Laurie (EL) | Emma.Laurie@glasgow.ac.uk |
| Professor Hayden Lorimer (HL) | Hayden.Lorimer@glasgow.ac.uk |
| Dr Rhian Thomas (RT) | Rhian.Thomas@glasgow.ac.uk |
| Dr Larissa Naylor (LN) | Larissa.Naylor@glasgow.ac.uk |

Timetable Key

| | |
|--|--|
| | Introductory and Summary Course Lectures |
| | A World of Resources Block |
| | A World of Changing Environments Block |
| | A World of Development Block |
| | Lab Project Lectures |
| | A Shrinking World Block |
| | A World of Interactions Block |
| | A World of Difference Block |

Itinerary of Geography-1 lectures

Semester 1

1. Introduction (HM) [18 September 2018]

A WORLD OF RESOURCES

- 2. What is a resource? (JPS) [19 September 2018]
- 3. Depletion of renewable and non-renewable resources (RT) [20 September 2018]
- 4. Pollution of the atmosphere and the hydrosphere (RT) [25 September 2018]
- 5. The geographies of land degradation (RT) [26 September 2018]
- 6. Biodiversity - renewable resources? (RT) [27 September 2018]
- 7. Introduction to Physical Geography Lab Project (HM) [2 October 2018]
- 8. Geographies of Production (CMcG) [3 October 2018]
- 9. Cultures of production [4 October 2018]
- 10. Geographies of Consumption – thinking about rubbish (JPS) [9 October 2018]
- 11. Resource Wars (CMcG) [10 October 2018]
- 12. Entering the Anthropocene (CMcG) [11 October 2018]

A WORLD OF CHANGING ENVIRONMENTS

- 13. How climate works (LN) [16 October 2018]
- 14. Climate change: past climates (LN) [17 October 2018]
- 15. Climate change: future climates (LN) [18 October 2018]
- 16. Deserts and Drylands (HM) [23 October 2018]
- 17. How weathering works (HM) [24 October 2018]
- 18. Slopes and slope processes (HM) [25 October 2018]
- 19. How hydrology works (LN) [30 October 2018]
- 20. Rivers in present, past and future environments (LN) [31 October 2018]
- 21. Coasts – How They Work (LN) [1 November 2018]
- 22. Glacial erosion and landscapes (HM) [6 November 2018]
- 17. Glacial deposition and landscapes (HM) [7 November 2018]
- 18. Global Sediment Systems (HM) [8 November 2018]

A WORLD OF DEVELOPMENT

- 25. What is development? (JPS) [13 November 2018]
- 26. Approaches to development 1 (JPS) [14 November 2018]
- 27. Approaches to development 2 (CMcG) [15 November 2018]
- 28. The population question 1 (JPS) [20 November 2018]
- 29. The population question 2 (JPS) [21 November 2018]
- 30. Gender and development (EL) [22 November 2018]
- 31. Goal Setting in Development (EL) [27 November 2018]
- 32. Indigenous development and post-development (JPS) [28 November 2018]
- 33. Dead Aid (JPS) [29 November 2018]

Semester 2

A SHRINKING WORLD

1. A shrinking world: time-space compression (HL) [8 January 2019]
2. Planes, trains and automobiles (KB) [9 January 2019]
3. Travel, tourism and globe-trotting (KB) [10 January 2019]
4. TV, media and the world at home (HL) [15 January 2019]
5. The internet, virtual spaces and real geographies (KB) [16 January 2019]
6. Capitalism, commodities and 'how far do we care?' (KB) [17 January 2019]
7. From local terraces to distant oilfields: sports globalisation (HL) [22 January 2019]
8. Nations, states, super-states and the scaling of political power (KB) [23 January 2019]
9. Introduction to the Human Lab Project (HM) [24 January 2019]

A WORLD OF INTERACTIONS

10. Exam Feedback Session (HM) [29 January 2019]
11. Introduction to block and ecosystems (AB) [30 January 2019]
12. Ecosystem concept 1: Energy, food and nutrient cycles (AB) [31 January 2019]
13. Ecosystem concept 2: The building blocks of life (AB) [5 February 2019]
14. Ecosystem concept 3: Ecosystem services (LN) [6 February 2019]
15. Bio-physical Interactions 1: Terrestrial environments (AB) [7 February 2019]
16. Bio-physical Interactions 2: Polar environments (AB) [12 February 2019]
17. Bio-physical Interactions 3: The marine ecosystem (AB) [13 February 2019]
18. Bio-physical Interactions 4: The estuarine ecosystem (AB) [14 February 2019]
19. Bio-physical Interactions 5: The coastal ecosystem (LN) [29 February 2019]
20. Bio-physical Interactions 6: Urban ecology & hydrology (LN) [20 February 2019]
21. Water resources and interactions with the biosphere (LN) [21 February 2019]
22. Geo-engineering and future environmental change (AB) [26 February 2019]
23. Geosphere and Environmental Health (AB) [27 February 2019]
24. Integrated bio-physical science (LN) [28 February 2019]

A WORLD OF DIFFERENCE

25. Worlds of difference? Different peoples, places and things (CMcG) [5 March 2019]
26. Living with each other: 'us' and 'them', 'here' and 'there' (IS) [6 March 2019]
27. Dying with each other: a global geography of war (IS) [7 March 2019]
28. Different lives: hearts, minds and bodies (CMcG) [12 March 2019]
29. Living next door to difference 1: countryside (CMcG) [13 March 2019]
30. Living next door to difference 2: city (IS) [14 March 2019]
31. World of Displacement (CMcG) [19 March 2019]
32. World of Displacement (IS) [20 March 2019]

CONCLUSIONS

33. Revisit course aims and key skills attained (HM) [21 March 2019]

Illness and Absence

Complete attendance at lectures, tutorials and labs is a requirement of Geography–1. The University has a Student Absence Policy and this must be followed if and when absences occur.

Information about the University's Illness and Absence policy can be found here:

<http://www.gla.ac.uk/myglasgow/senateoffice/policies/studentsupport/absencepolicy/>

And details of how and when to submit an absence can be found here:

http://www.gla.ac.uk/media/media_129313_en.pdf

Please also keep in touch with the Course Convenor who may be able to support you during your return to classes after a period of absence.

Assessment

(a) Class work

Assessment will be based on performance in class examinations, essays, and lab projects.

Two semester essays are required; one to be submitted in semester 1 and one in semester 2 (see Course Timetable). The choice of questions will come from A World of Resources in semester one and A Shrinking World in semester two. You will submit both of these essays through Moodle; notes and guidance for this will be posted on Moodle and you should read these carefully before submission.

Semester One Essay Submission Date: Before 10am on Monday 12th November 2018.

Semester Two Essay Submission Date: Before 10am on Monday 25th February 2019.

Late submission

Work submitted late will be penalised on the basis of **2 marks per day** (out of a total possible 22 marks) for a maximum of 5 days, after which a mark of **0** will be allocated. Any reason for late work should be submitted in writing with the essay and following the Student Absence Policy stated above. The School Learning and Teaching Committee will review each case.

(b) Exams:

There are two examinations. At the end of each semester and in the demarcated examination period (see Course Timetable), there will be a **Degree Examination**. This will consist of one unseen paper, which will examine the work of the final two blocks in each semester. In semester one you will be examined on A World of Changing Environments and A World of Development and in semester two you will be examined on A World of Interactions and A

World of Difference. You will be required to answer two questions from a choice of four in each exam.

Further information about the structure of the examination paper will be discussed in your tutorial classes, on Moodle and a mock paper for both semesters is shown below.

The University offers INSTRUCTIONS TO CANDIDATES ON THEIR CONDUCT IN WRITTEN EXAMINATIONS here:

<http://www.gla.ac.uk/myglasgow/senateoffice/policies/calendar/calendar2016-17/feesandgeneral/assessmentandacademicappeals/reg17/>

Date

Time

UNIVERSITY OF GLASGOW

SCHOOL OF GEOGRAPHICAL AND EARTH SCIENCES

L1 Geography (GEOG1001 & GEOG1007)

MOCK Semester 1 Exam

Answers are required to **TWO** questions.

Each question **MUST** be selected from a **DIFFERENT** section of the question paper.

Answer each question in a separate answer book.

Maps and diagrams should be used where appropriate.

The exam lasts for a total of 90 minutes.

Section 1 – A World of Changing Environments

3. Explain the processes of longshore sediment transport in coastal settings and how coastal engineering can influence this.
4. Explain what is meant by the term “weathering” and discuss ways in which the balance between physical and chemical weathering processes may change in a warmer world.

Section 2 – A World of Development

5. Describe the main characteristics of Structural Adjustment Policies (SAPs) in the 1980s and discuss the factors that led to their implementation.
6. Discuss the contention that high population growth rates are the main cause of poverty in the global south today.

END OF QUESTION PAPER

Date

Time

UNIVERSITY OF GLASGOW

SCHOOL OF GEOGRAPHICAL AND EARTH SCIENCES

L1 Geography (GEOG1001)

MOCK Semester 2 Exam

Answers are required to **TWO** questions.

Each question **MUST** be selected from a **DIFFERENT** section of the question paper.

Answer each question in a separate answer book.

Maps and diagrams should be used where appropriate.

The exam lasts for a total of 90 minutes.

Section 1 – A World of Interactions

3. Bio-physical interactions in Polar Regions have a global reach. Discuss.
4. Discuss the geoengineering techniques that potentially could be used to counteract global warming.

Section 2 – A World of Difference

5. Discuss Edward Said's concept of 'imaginative geographies' and debate its relevance to the war on terror.
6. 'Human migration will be a defining issue of this century' (Betts, 2015). Critically discuss this statement.

Breakdown of assessment weightings for Geography-1:

- Essay 1 (semester one): 10%
- Essay 2 (semester two): 10%
- Lab marks (semester one and semester two combined): 20%
- Degree Exam (semester one): 30%
- Degree Exam (semester two): 30%

Glasgow University has strict regulations about attendance and the submission of class work. **The Board of Examiners may decide that credit will not be given or may be refused in the following circumstances:**

- No credit (H): A student has not sat the final exam.
- Credit refused (CR): A student has a record of unexplained absences or has failed to submit class-work.

The grading system used in the School follows the grade-related criteria found later in this booklet. Assessed coursework will have a grade from the grade-related criteria assigned to it and will also carry comments from the marker. These are designed to help you to improve the quality of your future assignments. You will be introduced to the grade-related criteria in your practical classes.

The University provides student guide for understanding the marking system which is very helpful and can be found here: http://www.gla.ac.uk/media/media_106264_en.pdf

Degree Exam Procedures

Detailed information regarding the examination procedures can be found at the University Registry webpage including exam timetables, exam conduct and exam support: <http://www.gla.ac.uk/myglasgow/registry/exams/timetables/>

Information about the appeals and complaint procedure can be found here:

<http://www.gla.ac.uk/services/senateoffice/studentcodes/>

Plagiarism

Plagiarism is a very serious offence and it is very important that you understand what constitutes plagiarism and how to avoid it. Please make sure you read the guidance provided to you on the university webpage about referencing and plagiarism:

<http://www.gla.ac.uk/myglasgow/senateoffice/policies/calendar/calendar2017-18/feesandgeneral/studentssupportandconductmatters/reg32/>

The Student Representative Council offer advice and support regarding plagiarism and you can find this here: <https://www.glasgowstudent.net/advice/academic/plagiarism/>

If you have any questions at all about this then please seek advice from the course convenor as soon as possible.

Progression to Geography-2

Entry to Geography–2 is dependent on attaining at least a **D** grade in Geography–1.

The Geography-2 course extends your thinking of the world and its diverse environments through an in-depth investigation of Human, Physical and Environmental geography. You will explore human and physical processes, examining environmental problems and their possible resolutions through policy, and you will be trained in statistical methods and laboratory analysis using a mixture of fieldwork and our own IT and physical geography laboratories.

Geography-2 course convenor is Dr Ian Shaw so please get in touch if you require further information about the course.



Ian.Shaw.2@glasgow.ac.uk

Example of the Grade Related Criteria (GRC)

| Primary Grade | Secondary Band | Aggregation Scores | <i>GRADE-RELATED CRITERIA: non-Honours</i> |
|---------------|----------------|--------------------|--|
| - | | | <i>Strong essay, shows depth of understanding - may involve slight weakness in one area</i> |
| A | 1 | 22 | <ul style="list-style-type: none"> • understanding and critical use of terms concepts used in question |
| | 2 | 21 | <ul style="list-style-type: none"> • strong structure: direct answer to question, clear introduction, well supported coverage of different angles, evidently has good understanding of material, critical evaluation in conclusion |
| | 3 | 20 | <ul style="list-style-type: none"> • use of outside reading throughout essay and/or evidence of depth of engagement |
| | 4 | 19 | <ul style="list-style-type: none"> • very good use of illustrative/case-study where appropriate |
| | 5 | 18 | <ul style="list-style-type: none"> • very good use of maps and diagrams where appropriate (well structured, showing understanding, originality, well drawn- graphic flair) • well written |
| B | | | <i>Competent essay which generally covers the ground and shows moments of more thoughtful engagement</i> |
| | 1 | 17 | <ul style="list-style-type: none"> • competent structure: has a go at the question: sets up issues and guides reader through development of argument, but could be more directly related to the question |
| | 2 | 16 | <ul style="list-style-type: none"> • presents evidence of understanding the material and ability to discuss this, although might be rather mechanical • evidence of outside reading and/or evidence of depth of engagement – may draw too heavily from a single text (or website) • accurate information • some use of illustrative/case-study material where appropriate • some use of maps and diagrams where appropriate (not directly relevant, but generally accurate) • generally well written |

| | | | |
|----------|----------|-----------|--|
| C | 1 | 14 | <i>Reasonable but predictable essay</i> |
| | 2 | 13 | <ul style="list-style-type: none"> • weak structure: may not directly answer question, may just say everything a student knows about the topic, may offer little in way of introduction or guidance to reader, may not have quite finished answer • rather superficial understanding of some issues, tendency to be descriptive- but represents different views/arguments and comes to some sort of conclusion • almost total dependence on lecture notes or single text (or website) • generally accurate information • limited use of illustrative/case-study material or use of material that is not directly relevant • limited use of maps and diagrams where appropriate (not directly relevant, lack of graphic skills, some inaccuracies, undefined features) • generally on the right lines content-wise but may be awkwardly written in places, difficulty in expression and problems discussing the implications of material |
| | 3 | 12 | |
| <hr/> | | | |
| D | | | <i>Basic essay with little evidence of effort or depth of understanding</i> |
| | 1 | 11 | <ul style="list-style-type: none"> • on topic of question but not really an answer to it; no clear sense of how essay will develop, tendency to present only one side of an argument, weak conclusions, mostly descriptive, unfinished • points undeveloped- limited argument • total dependence on lecture notes • no use of illustrative/case study material, or some use of irrelevant material • some inaccuracies in content • very basic use of maps and diagrams (where appropriate) or irrelevant graphics (when present may be inappropriate, obscure in meaning or purpose, inaccurate, and reveal a lack of graphic skills) • poorly written- grammatical/spelling errors |
| | 2 | 10 | |
| | 3 | 9 | |
| <hr/> | | | |

| | | | |
|---|---|---|--|
| E | 1 | 8 | <p><i>Just missed a pass, meaning a thin essay with limited work, poor expression, errors</i></p> <ul style="list-style-type: none"> poor structure: misses point of question and offers loosely related thoughts on topic, overly descriptive, may not have finished answer conjecture rather than argument total dependence on poorly taken lecture notes no illustrative/case study content, or use of irrelevant material no use of maps and diagrams (where appropriate) or irrelevant graphics (when present inappropriate, obscure in meaning or purpose, inaccurate, and reveal a lack of graphic skills) poorly written- difficult to follow in places |
| | 2 | 7 | |
| | 3 | 6 | |
| F | 1 | 5 | <p><i>Does present an answer but no real argument or misses the point entirely</i></p> <ul style="list-style-type: none"> no structure: does not address question at all, answer is unfinished highly flawed argument, or no real attempt at argument (purely descriptive) dependence on patchy lecture notes or non-academic material no illustrative/case study content, or use of irrelevant material no use of maps and diagrams (where appropriate) or irrelevant graphics (when present inappropriate, obscure in meaning or purpose, inaccurate, and reveal a lack of graphic skills) very poorly written- very difficult/impossible to follow |
| | 2 | 4 | |
| | 3 | 3 | |
| G | 1 | 2 | <p><i>Very partial, incomplete or wholly irrelevant answer</i></p> <ul style="list-style-type: none"> only tenuous relevance to question or topic or too brief to get a sense of relevance no structure no use of relevant conceptual or illustrative material no maps or diagrams (where appropriate), or irrelevant graphics totally flawed and clearly unfinished answer ,possible to follow argument |
| | 2 | 1 | |
| H | | 0 | <p><i>No answer or answer not submitted</i></p> |

PRESENTATION ASSESMENT FORMS

For presentations, assessment forms summarising the grade related criteria are also used and returned to students to provide detailed feedback on their performance. Note that the specific criteria listed are used to give you qualitative feedback on your performance in key areas only, and are not used to calculate your grade.

| |
|---|
| School of Geographical and Earth Sciences |
| Geography Non-Honours (Levels 1&2) Presentation Assessment Form |
| <p>The following criteria provide feedback on your performance in key areas of your oral presentation. The criteria are not all equally weighted. The overall grade is assessed by performance on the Grade Related Criteria.</p> |

Matric Number: _____

| | Excellent | Good | Satisfactory | Pass | Weak | Poor | Very Poor | Not attempted |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Structure | A | B | C | D | E | F | G | H |
| Presentation structure (including introduction and conclusion). | <input type="checkbox"/> |
| Directly addresses to the question and clear development of answer. | <input type="checkbox"/> |
| Main body of Essay | | | | | | | | |
| Topic covered in depth with different angles or perspectives discussed | <input type="checkbox"/> |
| Depth of engagement with range of readings. | <input type="checkbox"/> |
| Answer supported by appropriate evidence & illustrative material. | <input type="checkbox"/> |
| Demonstrates creative and critical thought. | <input type="checkbox"/> |
| Referencing source material | | | | | | | | |
| Source material or evidence cited within the text and accurate reference list | <input type="checkbox"/> |
| Style, Presentation and Grammar | | | | | | | | |
| Clear, well presented, engaging, succinct and concise. | <input type="checkbox"/> |

Overall grade: _____

Suggested Texts

There are **no** set texts for this course as the span and breadth of the topics covered require you to read an array of literature on the subject. However, there are **recommended** texts for the Geography-1 course, an introduction to Physical Geography, an introduction to Human Geography and the Dictionary of Human Geography and Physical Geography. Purchasing these textbooks is not compulsory (and copies are available in the library), but they provide a good background to the subjects you will be studying over the course of the year and will benefit your study. All are available from John Smith's Bookshop in the Fraser Building at reduced rates. Other booksellers, including Amazon.co.uk, also stock all titles.

- **Smithson, P. A., Addison, K. and Atkinson, K. (eds.) (2008) *Fundamentals of the physical environment* (4th ed.). Routledge: London.**
- **Cloke, P., Crang, P., and Goodwin, M. (eds.) (2005) *Introducing Human Geographies* (2nd. Edn.) Hodder Arnold, London.**
- **Gregory, D., Johnston, R., Pratt, G., Watts, M., and Whatmore, S. (Eds) (2009) *The Dictionary of Human Geography*, 5th Edition.**
- **Thomas, D.S.G. (Ed) (2016) *The Dictionary of Physical Geography*, 4th Edition. Wiley-Blackwell.**

Students are required to read beyond these texts. Each lecture or block of lectures will have specific recommendations for reading. It is **very important** that students develop their own sets of reading and engage with the reading lists provided. Students should remember that academic Geography is a lived and lively discipline and that we are daily surrounded with 'geographical texts'. Regular reading of 'broadsheet' newspapers (e.g., *The Guardian*, *The Herald*, *The Independent*) is strongly encouraged. Many of these newspapers can also be read on-line and have Twitter feeds that can be useful for study. Students should be able to confidently draw connections between the lecture course and contemporary debates which fill the pages of the press and wider academic writing.