

University of Victoria - Department of Geography

COURSE DESCRIPTION – Fall 2016

GEOG272: Introduction to Climatology and Hydrology

Instructor: Dr. David Atkinson datkinso@uvic.ca 250-721-7332 office

Office hours: T,W 2:30 – 3:30 (my office: David Turpin Bldg. B120)

Lectures: T, W 12:30 – 13:20 (CRN: 11790) David Turpin Building A102

Labs: W 8:30 – 10:20 (B01) – SSM/David Turpin Bldg. B303 (CRN: 11791)

W 14:30 – 16:20 (B02) – SSM/David Turpin Bldg. B307 (CRN: 11792)

Th 14:30 – 16:20 (B03) – SSM/David Turpin Bldg. B311 (CRN: 11793)

F 8:30 – 10:20 (B04) – SSM/David Turpin Bldg. B307 (CRN: 11794)

Lab instructors: Katherine Pingree-Shippee (W1,F), Yaqiong Wang (W2), Pei-Ling Wang (Th)

Introduction:

Weather, climate, and the movement of water have important impacts on our lives and activities. The weather is an ever-present factor in Canadian lives, and extreme events can have catastrophic consequences the effects of which are felt for years after the disaster. Periodic severe flooding in the Prairies, powerful storms of the North Pacific, the Gulf of Mexico hurricanes in 2005, and the climate anomalies associated with El Niño are prime examples of these impacts. The climate of a region determines, in part, the types of vegetation present, the nature of the soils and landforms, potential agricultural activity, the form of our cities, and simply how we live our lives. As well as being influenced by it, human activities can influence the atmosphere – I think we are all aware of climate change at some level. The flow of the atmosphere and ocean over the earth's surface means that events in one part of the globe can have consequences far from the source; think of concerns with emissions from the Fukushima Daiichi Power Station crossing the Pacific after the 2011 earthquake.

This course is a general introduction to climatology and hydrology, with an emphasis on the essential controls of weather and climate, broad patterns and dynamics of the global climate, basic hydrology with a focus on its expression in weather, elements of basic meteorology including an overview of online weather services, a detailed consideration of atmospheric moisture, and an introduction to groundwater and fluvial hydrology. *There is a mandatory text.* Readings from the text will be regularly assigned. The course will generally follow these readings, and you should keep up with them. In class we will emphasize certain topics.

Course Mission:

This course seeks to equip you with an understanding of climate, weather, and the flow of water necessary to:

- a) improve your day-to-day lives, including learning how to more fully utilizing the products made available from the forecast centers of Environment Canada and the US National Weather Service, and
- b) allow you to be a more effective citizen by fully engaging in and appreciating the global environmental change debate.

Specific Objectives:

1. Describe the vertical structure, composition, and broad patterns of the earth's atmosphere and climate system and account for these patterns in terms of thermodynamics and geographic controls.
2. Explore how to apply the laws of physics to analyze this system, and study the methodology of modern climatology.
3. Examine methods to gather and analyze climatic data, including improving your use of spreadsheet software and general handling of numbers.
4. Learn about more advanced Canadian and US federal weather forecast products.
5. Learn about the role of water in the atmosphere and begin exploration of how water moves in the ground and over land, setting the stage for more detailed work in hydrology.
6. This course has a laboratory component that will emphasize essential physical and chemical concepts as they relate to consideration of atmospheric phenomena using methods of direct physical experimentation. We will also conduct some analyses of climate data during the lab sessions, to introduce ideas of data reduction and data set description, both fundamental practices in atmospheric sciences of any stripe.

General Course Subjects:

1. Atmospheric composition
2. Radiation pathways, energy balance
3. Atmospheric pressure and motion
4. Air masses, fronts
5. Vertical thermodynamic structure
6. Water in the atmosphere, clouds
7. Storms
8. Fluvial hydrology, flood return frequency analysis
9. Groundwater hydrology

Textbooks:

The textbook for this course is:

Don Aherns, Peter Jackson and Christine Jackson. 2016. *Meteorology Today: An Introduction to Weather, Climate and the Environment*. Nelson Education. 598p

There are several potential texts that could be used for this course; I picked this particular book because of the availability of additional material and the effort they have put into making the material accessible. This is a Canadian edition, so it has some more examples from closer to home.

There is a learning enhancement system called MindTap that Nelson offers with this this book. This is an experiment this year, in response to comments and requests for more accessible material. I am going to let the Nelson representative show you around MindTap. It does offer a lot of tools to help with study and to make better use of electronic devices, and so I'm hoping it will improve your access to the text material. The Nelson rep comes next Wednesday during the class. I encourage you to not miss it because the system is new to me and I won't be able to answer your questions very

well.

I strongly urge you to read the text for supplemental material. Lectures are designed to follow the layout of the text. We will cover a lot of the material in the book and some lab material will be drawn from the question sections in the text. On the Coursespaces page I will list all upcoming sections to read. I have also suggested chapter review questions to look at. Again, these are not taken up.

****Note**** I will draw upon these questions when it comes time to preparing the mid-term and the final exams, so make use of them.

Computer use: In the laboratories, we will be doing a number of exercises using the computer. You should be familiar with basic computer skills such as file maintenance, printing and word processing.

Laboratories: The labs are an essential part of the course and **attendance is required**. There will be reports due: see below for detailed schedule. All lab reports must be neatly typed and figures must be cleanly and correctly presented. Your lab instructor is your first point of contact for the labs. The labs will give you practice in using standard software for the analysis of climatic data and in making observations to build and support ideas about how things work. Preparing synthesis reports is a major skill needed in today's job market. Analysis and presentation of data is a necessary skill in all fields. **Labs are not designed to march in step with lecture material – they are their own course component.**

Coursespaces: This course is hosted on the UVic Coursespaces system. <http://coursespaces.uvic.ca/> I will post various course-related materials or news items here from time to time; make sure you keep a regular eye on the site. Readings will be posted here ahead of classes for which they are required.

In addition, there are many sites on the Internet with satellite images, current maps and other data and information. I will post some links on the webpage that you can explore. You may want to find these and study the weather during this semester. You will notice that your appreciation and understanding of the maps will greatly increase over the course of the semester.

Evaluation: The course grade will be based on the following:

		Date (or date due)	Weight	Subject
1	Quizzes	Listed below	15 %	Up to previous quiz (~1-2 wks)
2	Mid-Term Test	Listed below	15 %	First term, lecture only
3	Participation	N/A	5%	Throughout the course
4	Final Exam	Will be posted	30 %	First + second term, lecture only
5	Labs	Detailed breakdown to follow	35 %	Varied

Exam and quizzes:

We will have 7 quizzes, each based on the lecture sections *and readings* up to the previous quiz. Quizzes will be administered at the beginning of the class on the date indicated and will consist of 10 multiple-choice questions each. Each quiz will be 15 minutes in duration. Quizzes are weighted at 2.5 % each, with the lowest quiz score automatically being dropped. There is one mid-term test. The final exam will be

comprehensive but weighted 2:1 on the second half of the term and it will contain some elements from your labs. Final will be 3 hours in duration. Further details will be discussed in class.

Tentative course outline

Exam dates and due dates for assignments are fixed, but the subject matter we cover depends on many factors, and may vary.

Wk	Date	UNIT	Lecture Subject	Exam
1	T Sep 6		No Class	
	W Sep 7	Meteorology	Course intro, questionnaire (Ch 0 – how to use the book!)	
2	T Sep 13		Atmospheric Science family of disciplines; Atm composition, history (Ch1)	
	W Sep 14		Atm vertical structure, basic weather (Ch1)	
3	T Sep 20		Energy, Radiation (Ch2)	Quiz 1
	W Sep 21		Solar constant, earth-sun geometry (Ch 2)	
4	T Sep 27		Energy balance, radiation/temperature (Ch 2)	
	W Sep 28		Global temperature, local annual, diurnal patterns (Ch 2)	Quiz 2
5	T Oct 4		Pressure (Ch 8)	
	W Oct 5		Wind (Ch 8, 9)	
6	T Oct 11		Global atmospheric circulation, major wind systems, westerlies, jets (10)	Quiz 3
	W Oct 12		Air masses, fronts (Ch 11)	
7	T Oct 18			Mid term exam
	W Oct 19	Hydrology	Moisture – hydrological cycle, saturation, evap, measurement (Ch 4)	
8	T Oct 25		Clouds, Fog (Ch 5)	
	W Oct 26		Hydrostatic stability, thermodynamic diagram (Ch 6)	Quiz 4
9	T Nov 1		Precipitation (Ch 7)	
	W Nov 2		Oceans, currents (to be assigned)	
10	T Nov 8		River flow (to be assigned)	Quiz 5
	W Nov 9		Groundwater flow (to be assigned)	
11	T Nov 15		Flood event return frequency analysis	
	W Nov 16		Reading Break – No Class	
12	T Nov 22		Tropical features	Quiz 6
	W Nov 23		Global climates and Climate change (Ch 16, 17)	
13	T Nov 29		Canadian, US Weather service web pages and tools	Quiz 7
	W Nov 30	Exam structure, Review topics of your choice		

Undergraduate Grading**

<i>Passing Grades</i>	<i>Description</i>
A+ A A-	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-	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	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
COM	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.

** As stated in the 2015-2016 Calendar

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	49% or Less

Geography Departmental web site: <http://geography.uvic.ca/>

Undergraduate Advisor: Dr. Phil Wakefield (phil.wakefield@uvic.ca)

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

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.