

Geography 252  
Coastal Geography  
Fall 2017

*“The Sea, once it casts its spell, holds one in its net of wonder forever”*

— Jacques Cousteau

**Instructor** Dr. Kylee Pawluk (kpawluk@uvic.ca)  
Office: DTB B204  
Office hours: Tuesday 13:30-15:30,  
Wednesday 11:00-12:00, or by appointment.

**Class time** Monday, Thursday 14:30–15:50

**Classroom** Elliott 060

**Website** coursespaces.uvic.ca



SCUBA diving  
in the  
Caribbean -  
studying coral  
spawning

**My hopes for you:**

I hope to inspire your curiosity of the coast as I have been inspired. I hope that by the end of this course you will appreciate the complexity of coastal areas, as well as the opportunities and challenges they face, and you will play a role in the sustainability of the coast.

**Why should you want to study coastal geography?**

The coast is the place to be! OK. I’m obviously biased, but I’m not alone. 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. However, not all of these work well together. Coastal ecosystems also provide more than a third of the world’s ecosystem goods and services that we rely on, so we want to make sure that these keep functioning. All of this and more will be explored in the course, plus you actually get to put your gumboots on!

**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;
- (3) appreciate the diversity of coastal communities, what makes them unique and vulnerable, but also understand their resiliency;
- (4) appreciate the complexities of managing human use on the coast, and explore a range of coastal planning tools and approaches towards achieving 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.

### You will learn through:

I like to mix it up in the classroom to involve different learning mechanisms and styles. These include listening, watching, reading, thinking critically about what you're reading, discussing concepts and issues, visiting coastal areas, presenting, writing, and creating.

### Reading is important:

There is no textbook for this course. A reading will be assigned for each module. Readings are available on CourseSpaces.

### Field trip! Time to get out your fannies!

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 meet with people involved in various capacities in the estuary, e.g., biologists, residents, First Nations, industry, stewardship groups. Dates are still being organized but will be in October.

### What assignments will you have to do?

Assignment/Exam <sup>1</sup>	Due Date/Time	% of Final Grade
Reading 1 – Talking Points	Thursday, September 14 @ 14:30	5%
Reading 1 – Analysis	Thursday, October 12 @ 9:00	5%
Reading 2 – Talking Points	Thursday, October 19 @ 14:30	5%
Reading 2 – Analysis	Monday, November 6 @ 9:00	5%
Reading 3 – Talking Points	Thursday, November 9 @ 14:30	5%
Reading 3 – Analysis	Thursday, November 27 @ 9:00	5%
Visual Essay – Pecha Kucha	Various dates throughout the term <sup>2</sup>	5%
Visual Essay	Thursday, November 30 @ 14:30	25%
Midterm Exam	Monday, October 16 @ 14:30	15%
Final Exam	Exam period	25%

### Important Notes:

1. Details on the assignments are in the Appendix.
2. Choices of October 30, November 2, 16, 20. PowerPoint files and speaking notes must be emailed to me by 16:30pm the day before your scheduled presentation.

### Help! Life is happening!

Deadlines are important to keep you on track and to be fair to all students. Of course, life happens, whether it be medical situations or other personal circumstances. The earlier you come to speak to me the better I can help you. Otherwise, I will have little choice but to apply a 10% deduction for every day an assignment is late.

### A few things to think about:

1. My aim is to encourage an engaging, respectful, effective and inspiring learning environment for all. I (and your fellow students) get particularly bothered by the use of electronic devices for texting, tweeting, instagramming, facebooking,

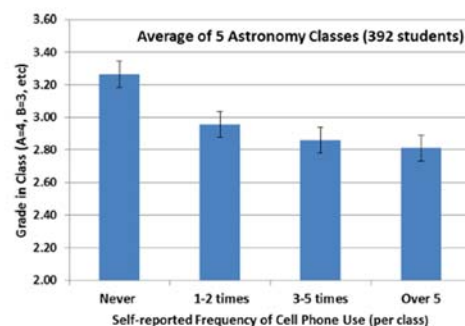


Figure 1. Self-reported frequency of cell phone use vs final grade.

surfing, social networking, game playing and a host of other uses that I'm not even aware of. So please be respectful and be prepared to be reminded in class. And yes, I can hear your phone vibrating from the front of the room. If respect for your peers doesn't convince you, studies have shown that using electronic devices in the classroom other than for note-taking leads to statistically lower grades (Duncan et al. 2012)!

2. Writing an articulate, well-reasoned, and organized essay is an important skill for both university and your future professional life. Both the material presented and the actual essay writing will provide you with invaluable experience. I can't stress enough how important it is to devote the necessary time to writing and editing your essays. One quick tip: make sure you carefully read the assignment instructions before beginning and give your essay a good read before handing it in!

3. Finally, after missing a class, please don't ask me "Did I miss anything?" Of course you did. Once you've gathered and gone over some notes from one or two classmates, I'll be happy to fill in any gaps.

### UVic Undergraduate Grading Policy:

Grades	Description
A+ A A-	Earned by work which is <b>technically superior</b> , shows <b>mastery</b> of the subject matter, and in the case of an A+ offers <b>original insight and/or goes beyond course expectations</b> . Normally achieved by a minority of students.
B+ B B-	Earned by work that indicates a <b>good comprehension</b> of the course material, a <b>good command of the skills</b> needed to work with the course material, and the student's <b>full engagement</b> 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 <b>adequate comprehension</b> of the course material and the skills needed to work with the course material and that indicates the student has <b>met the basic requirements</b> for completing assigned work and/or participating in class activities.
D	Earned by work that indicates <b>minimal command</b> of the course materials and/or <b>minimal participation in class activities</b> that is worthy of course credit toward the degree.
F	Earned by work, which after the completion of course requirements, is <b>inadequate</b> and <b>unworthy of course credit</b> towards the degree.
N*	Did not write the examination or complete course requirements by the end of the term or session; no supplemental.

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 major paper, 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.

### Plagiarism:

UVic take plagiarism very seriously. Have a look at these websites for more info:

<http://www.uvic.ca/learningandteaching/students/resources/expectations/>

Policy on Academic Integrity: <http://web.uvic.ca/calendar2015-01/FACS/UnIn/UARe/PoAcI.html>

### **Accessibility:**

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

<http://www.uvic.ca/services/cal/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

### **After all this, what did you think of the course?**

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 of your learning experience. The survey is vital to providing me with feedback on the course and my teaching, as well as to help the department improve the overall program for future students. 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.

### **Worried about your writing skills?**

#### **Centre for Academic Communication (CAC)**

**[uvic.mywconline.com](http://uvic.mywconline.com)**

CAC tutors can help you compose better essays, integrate your research and ideas, and become a more efficient writer. We 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.

We will help you acquire the skills necessary to be an effective, efficient communicator in the university environment. We won't edit or fix your work for you; rather, we focus on your role in the process, allowing you to develop your abilities and confidence as a communicator.

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

## Appendix – Assignment Details

### Readings (30% of final grade)

A reading will be assigned for each of the modules (Biophysical, Communities, Human Use and Conservation). These readings set the context and encourage discussion of lecture material.

*Talking Points:* Before the first class of each module you will submit 3 or 4 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 and applied thinking.** These will be handed in on CourseSpaces.

Marking scheme (5% of final grade each reading):

- Are there **3 distinct points** with 3 or 4 sentences for each point?
- Is there **insight** provided to each of these points?
- Are the points written with complete sentences and correct spelling?

*Essay:* At the end of each module you will submit a short essay 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 501 words, your mark will be reduced to 6/8. Any articles/documents used, including 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 reading):

- Content coverage: (2%) Have you addressed all parts of the question(s) 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 central theme that is clearly articulated in the first sentence of the paragraph?

### 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 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 are strongly advised to visit your site several times during the term to observe

changes due to weather, time of day, time of year etc 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 thinking 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.

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.

**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 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