GEO 305.001 BIOGEOGRAPHY - Fall 2018

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Office hours: Wednesday 1030-330; online daily; other hours by appointment

Course description (from catalog): Introduction to the distribution patterns of wild plants and animals and the factors that determine these patterns.

Class meeting place and time, attendance: McGee 343, Tuesday and Thursday 2-3:15pm; optional field trips will also be arranged at other times to provide field experience. Class attendance is highly recommended due to frequent reading quizzes. Attendance is recorded by quizzes (and handing back of quizzes). The official policy is at: http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf

Objectives: 1) Build on basic concepts of physical geography by relating general patterns of landforms, climate, and soils to local, regional, and global distribution of plants and animals; 2) Acquire qualitative and quantitative understanding of basic processes in biogeography, such as plate tectonics, genetics, limiting factors, and ecosystem composition, structure, and function


Grading: 90-100% =A; 80-90% =B; 70-80%=C; 50-70% =D.
30% quizzes – five-question multiple choice quizzes based mostly on assigned reading, some on class material since last quiz (lowest 20% of quizzes dropped).
30% exams - three multiple choice/short answer/essay exams. Reviews will take place prior to exams.
30% individual papers – five to ten-page paper in APA format on self-selected topics. Late papers may be reduced 1% per day.
10% field work/exercises – two field trips with at least one field exercise are required (5% each); all are pass-fail assignments. Several field trip options will be presented. Field exercises include visits to Sandylands Sanctuary, Catahoula Preserve, or Banita Creek Preserve (walkable from campus), where we survey plant communities using transects, quadrats, or other methods.

Calendar

August 28th – Introduction
August 30th – MacDonald Part I – Space and Life
September 4th – Ch. 2 Basics – Biology, Physical Geography
September 6th – Kolbert Ch. 1 The Sixth Extinction
September 11th - MacDonald Ch. 3 Limiting Factors
September 13th – Kolbert Ch. 2 The Mastodon’s Molars
September 18th – MacDonald Ch. 4 Biological Interactions
September 20th – Kolbert Ch. 3 The Original Penguin
September 25th – MacDonald Ch. 5 Disturbance
September 27th – Kolbert Ch. 4 The Luck of the Ammonites
October 2nd – MacDonald Ch. 6 Communities, Biomes; MacDonald Review
Student (Course) Learning Outcomes (SLOs) (most of these will be covered in each world region)
After successfully completing this course, a student will be able to:
(1) Identify on a map the world's major physical patterns, including climate and landform processes such as glaciers, plate tectonics, and river systems for each region.
(2) Identify on a map the location of the major global hotspots for biological and cultural diversity.
(3) Discuss the role of systematic biology versus genetics in determining origin of species.
(4) Explain the theory of island biogeography and why it is important to conservation.
(5) Define major terms in biogeography such as limiting factor, cladistic, systematics, etc.
(6) Use PC resources such as spreadsheets or mapping to explain biogeographic patterns;
(7) Describe domestic/foreign examples of human alteration of distribution of plants, animals;
(8) Give examples of the link between biogeographic principles and conservation strategies.

Program Learning Outcomes (PLOs) The geography program has these objectives for its students:
PLO 1. The student will be able to prepare written, verbal presentations presenting geographical research using analyses and synthesis of appropriate documents and primary data. (Corresponding SLOs – 1-8)
PLO 2. The student will possess geographic literacy as evidenced by the identification of the major concepts involved with human spatial and ecological relationships. (Corresponding SLOs – 1-8)
PLO 3. The student will be able to apply geographical knowledge and skills to a variety of settings. (Corresponding SLOs – 1-8)
PLO 4. The student will recognize the implicit assumptions behind claims of knowledge about the spatial world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises. (Corresponding SLOs – 1-8)
PLO5. The student will be able to read geographical research and to identify its major methodological strengths and weaknesses. (Corresponding SLOs – 1-8)
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<tr>
<th>PLOs</th>
<th>Supported Course Objective</th>
<th>Skill Level</th>
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<tbody>
<tr>
<td>PLO1</td>
<td>1-8 Basic, Intermediate</td>
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<td>PLO2</td>
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<td>PLO5</td>
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**University Policies:** For policies on topics such as academic dishonesty, withdrawals, and accommodations for student with disabilities, etc., students are responsible for referring to the Stephen F. Austin State University 2010-2011 Bulletin. Academic dishonesty includes both cheating and plagiarism. **Academic Integrity (A-9.1)** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. **Definition of Academic Dishonesty** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Students with Disabilities** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Withheld Grades Semester Grades Policy (A-54)** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. The instructor may assign an earlier deadline than one year. Students will not be given a withheld grade without official (non-student, non-family) written documentation of unavoidable issues submitted prior to the last day of class. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. For the official university policy please see: [http://www.sfasu.edu/policies/course-grades.pdf](http://www.sfasu.edu/policies/course-grades.pdf)

**Make-up exams/Drop Policy:** Students will not be given a make-up exam without written documentation of unavoidable issues submitted prior to the exam. Students are responsible for observing drop deadlines in the schedule of classes. For more info see the official university policy at: [http://www.sfasu.edu/policies/course-add-drop_6.10.pdf](http://www.sfasu.edu/policies/course-add-drop_6.10.pdf)

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Please see student conduct policy D-34.1K: [http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf) This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.