[GeoDz 826] Change and Representation   Fall 2015

Course URL: https://courses.aanda.psu.edu/geodz826

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Prerequisites
GeoDz 511, GeoDz 822

Course Description

This course examines two geodesign models – representation and change - while building on curricula from GEODZ 511 and GEODZ 822. Representation models focus on communicating key concepts. Change models focus on investigating how changes in the landscape may alter the study area. This course assumes the students have a working familiarity with the basic concepts of geodesign, GIS operability, evaluation and decision-making frameworks, and scientific process.

In summary, this course provides a deep investigation of **design-based** concepts and the **communication** of geographic **change**.

This course is intended to act as a seminar-based interactive learning environment. The platform for the course will be split between the ANGEL learning site, for content and evaluation, and Yammer, for dialogue and collaboration, and VoiceThread assignments and peer feedback. A typical lesson includes:

- Readings and other media
- Stated objectives
- A series of critical questions / key ideas
- Assignments and/or peer review
- Independent work towards the Model Scope

Students will demonstrate an understanding of the material by independently developing a Model Scope for their selected area of interest (AOI).

Required Texts

Texts, articles, etc. will be provided through the course's library reserves (accessible through ANGEL)

Course Objectives

By the end of this course, you should be able to:

1. Describe the role and functionality of Representation and Change models as they relate to the geodesign process.
2. Determine the appropriate method of representation given the geographic area, audience, and project scope.
3. Explain how proposed changes may be analyzed given a geographic area and design problem.
4. Understand the relationship between change and impact in a modeled environment.
5. Formulate an independently researched Model Scope that describes the use of Representation and Change models in a geographic area of the student's interest (AOI).
6. Develop the ability to provide and respond to collaborative feedback through the use of synchronous and asynchronous communication methods.

Course Evaluation

15%   Lesson Assignments

Course assignments are designed to investigate specific elements of representation and change. Individually assignments do not have significant weight, but each assignment is a critical building block towards the Model Scope. All assignments will be submitted via VoiceThread.

Evaluation of assignments is based on:
- 30%   Comprehension   Is it clear that the student understands the material?
- 30%   Application   Is the student able to apply the concept(s) to a problem?
- 30%   Articulation   Does the student clearly communicate their response?
  Note: this includes spelling, grammar, formatting, etc.
  The remaining 10% of your grade will be awarded for assignments that are submitted complete and on time.

30%   Class Discussion & Participation

Collaboration is a key part of the geodesign process. Collaboration is an opportunity for students to share ideas and dialogue with their peers. We will be using www.yammer.com as our forum for collaboration and participation. Private groups will be created at the beginning of the semester and will remain active for the entire semester. You will be expected to contribute regularly (several times a week) to class discussions, respond to questions presented by the instructor, and contribute to peer reviews.

Evaluation of discussion and participation is based on:
- 40%   Consistency   Does the student consistently contribute to the conversation?
- 30%   Quality   Is the discussion grounded in a theoretical foundation?
- 30%   Response   Does the student acknowledge and respond to other students

20%   Peer Review

Several times throughout the course you will be required to provide feedback on your peers assignments. Peer feedback is expected to draw from your personal background, experience, and interests to provide a unique perspective to your classmates' work.

Evaluation of peer review is based on:
- 30%   Comprehension   Is it clear the student understands the work?
- 30%   Quality   Is the feedback valuable and advances the work?
- 30%   Perspective   Does the student provide feedback that is unique?

The remaining 10% of your grade will be awarded for peer reviews that are submitted complete and on time.

35%   Model Scope

The Model Scope represents your depth of knowledge and familiarity with applying change and representation models to a specific area of interest (AOI). The Model Scope should both build upon previous work and present *a greater depth of understanding* than lesson assignments. The Model Scope will be supported by citations and a bibliography as needed. (Student may use any standard citation method).

At a minimum, the scope will:
- Present a clear design statement;
- Describe the critical physical, social, and environmental factors that inform your strategy
- Describe the application of a change model, including a matrix of factors, a description or diagram of their relationships, and a description or diagram of proposed changes.
- Identify key possible data sources;
- Identify possible methods of representing the scope;
- Maps, photos, diagrams, images as appropriate.

The Model Scope will be evaluated based on:
- 20%   Design   Is there a clear design-based approach to a problem?
- 25%   Completeness Does the scope address all of the necessary concepts?
- 25%   Depth   Is it clear that there is a strong understanding of the course objectives?
- 20%   Quality   Is the presentation of a high quality with sufficient visual materials?
- 10%   Clarity   Is the scope clear to understand and free of errors?
             Note: this includes spelling, grammar, formatting, etc.

Course Grades

A   90% - 100%
B   80% - 89%
C   70% - 79%
D   60% - 69%
F   < 60%

Course Calendar

All assignments should be complete and submitted to Voicethread by 8:00pm on the Monday following new lesson material. The instructor will generally provide feedback on each assignment within 48hrs of the submission date. A full course calendar of assignment and peer review due dates is attached to the syllabus. A typical week is outlined below:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
New lesson narrative available online		Peer Review Due Mid-week instructor check-in of Yammer discussion			Student work on lesson assignment / independent research for Model Scope	
Assignment Due @ 8:00pm						

Course Delivery Format

This course will be delivered entirely online. There are no face-to-face class sessions. Be sure to go through the Getting Started module thoroughly to prepare yourself for how this course will operate and what is expected of you. In short, the course is Web-based. It makes extensive use of Penn State's Learning Management System called ANGEL for discussion activities, assignment submissions, and grade reporting. The course Web pages reside outside ANGEL and supply you with most of the course content, directions, media, and activities you will need. The Getting Started module will explain the delivery format in more detail.

Since this course is offered purely online, all of our correspondence will take place via email. I will be sending out weekly emails and announcements using Angel email, at the beginning of each lesson, to remind you of important class information, and assignment due dates. I expect all students to check their email daily so that we are all on the same page. It is the responsibility of each student to stay aware of all class requirements, deadlines, and due dates. Please don't hesitate to email me with any questions or concerns, but remember that all communication with me must take place via ANGEL email. In addition to sending out emails, I will be posting them in Angel under the "Communicate" tab in the "Announcements" category, so if for some reason you have missed or erased an email, you can always access Course Announcements and review previous information

Technical Requirements

Operating System
   Windows 2000/XP or Vista, Mac OS X 10.2 or higher (10.3 or higher recommended)

Web browser
   Mac OS X: Firefox, Safari (current version) Windows: Firefox, Safari, Internet Explorer (current version) Firefox and Safari are preferred as they will provide the fastest experience possible for e-Learning Institute courses. Due to nonstandard handling of CSS, JavaScript and caching, we do not support using Internet Explorer 6 as your browser.

Other Requirements
   - Adobe Flash Player 9 or later
   - A minimum of 256 MB of RAM
   - GHz or higher processor
   - 500 MB of available (a.k.a "free") hard disk storage is recommended
   - Broadband (cable or DSL) connection required

Note
   Cookies, Java, and JavaScript must be enabled. Pop-up blockers should be configured to permit new windows from Penn State web sites.

Academic Policies

Academic Integrity

According to the Penn State Principles and University Code of Conduct: Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. In according with the University's Code of Conduct, you must not engage in or tolerate academic dishonesty. This includes, but is not limited to cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, or work previously used without informing the instructor, or tampering with the academic work of other students. Any violation of academic integrity will be investigated, and where warranted, punitive action will be taken. For every incident when a penalty of any kind is assessed, a report must be filed.

Affirmative Action & Sexual Harassment

The Pennsylvania State University is committed to a policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by Commonwealth or Federal authorities. Penn State does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Direct all inquiries to the Affirmative Action Office, 211 Willard Building.

An Invitation to Students with Learning Disabilities

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for modifications or reasonable accommodations in this course, contact the Office for Disability Services, ODS (located in 116 Boucke Building, 1-814-863-1807 (V/TTY). For further information regarding ODS please visit their web site at: www.equity.psu.edu/ods.

Instructors should be notified as early in the semester as possible regarding the need for modification or reasonable accommodations. Since many students have disabilities not readily noticeable this announcement or statement encourages students to identify their needs early in the semester so timely adaptations can be made. You may refer to the Nondiscrimination Policy in the Student Guide to University Policies and Rules.