

**San José State University**  
**College of Social Sciences/Geography Department**  
**Geog. 170, Introduction to Maps & GIS, Sections 1 & 2, Fall 2023**

<b>Instructor:</b>	Dr. Ahoura Zandiatashbar
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<b>Office Hours:</b>	Office hours appointment calendar is available on Canvas
<b>Contact</b>	For simple questions, email is the best way to reach me and I'll respond within 72 hours. For more involved questions or discussions, please use the office hours to make an appointment.
<b>Lecture/Lab Classroom:</b>	Clark Hall 404 M
<b>Lecture/Lab Days &amp; Time</b>	Wednesday 1700 to 2000
<b>Virtual Lecture/Lab Days &amp; Time:</b>	Wednesday 1700 to 2000 in person
<b>Student Assistant:</b>	Jaisipa Mingthaisong
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<b>Prerequisites:</b>	Geography 1: Physical Geography or instructor consent

### **Course Format**

This course has two sections of lecture and laboratory in an in-person format. In-person attendance is a key for a successful learning for this course, therefore the students that want to opt for online attendance need to seek instructor's permission first.

Active engagements by all students in both sections is highly encouraged. Materials for both sessions will appear every Monday and will remain available through Canvas for instructional or educational purposes *only for enrolled students in the class*. Course laboratory weekly assignments/quizzes, one final exam, a case study, active participation, and a final project will be used as a basis for grading.

### **Course Description**

>>> This course has been GEOG 170 (an upper division course) until the abrupt change in the code this semester. Thus, I'll provide a substitution form for the students who need an upper division course to fulfill their program needs <<<

Geographic Information Systems Science (GIScience) or -as Jack Dangermond described- "*The Science of Where*" allows managing, describing, analyzing, and presenting information about the relationships between where features are (such as location, size and shape) and what they are like (such as descriptive information known as attribute data). Showing such relationships allows us to represent social and environmental data on map, therefore GIS has become an important tool across a variety of fields including planning, geography, architecture, engineering, public health,

environmental science, epidemiology, and business. Even beyond that, GIS now is an important political instrument enabling communities and regions to (geo)graphically tell their stories. This course introduces students to the foundations of mapping and GIS techniques. Throughout the semester, lectures will help to lay the theoretical foundations of the mapping sciences, and laboratory exercises will give us the fundamental tools to build a GIS project.

### Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. obtain an understanding of the *basic* principles and concepts of mapping and GIScience
2. gain an *introductory* level knowledge of analyzing location information in form of geospatial data
3. be able to construct a thematic map using GIScience visualization techniques
4. assess implication of GIScience in solving a variety of societal problems with relation to spatial patterns

### Texts/Readings:

**IMPORTANT: lecture slides and materials on Canvas are your main textbook and reference, thus the following options are for furthering your knowledge**

#### Textbook

Try ArcGIS Pro by ESRI: <https://learn.arcgis.com/en/paths/try-arcgis-pro/>

Williams, R. (2015). *The non-designer's design book: Design and typographic principles for the visual novice*. Pearson Education.

#### Supplemental Readings

[The ArcGIS Book: 10 Big Ideas About Applying the Science of Where](#) which is available in an interactive .pdf format and comes with an [Instructional Guide](#) providing the technical knowledge. This e-book brings 250 examples together for each topic that is covered in each chapter and include several videos from thought leaders in GIScience.

Harder, C., & Brown, C. (2017). *The ArcGIS book: 10 big ideas about applying the science of where*. Esri Press.

Supplemental readings and activities (mostly tutorials and videos) will be distributed as the semester progresses at class meetings and via Canvas course page.

#### Other technology requirements / equipment / material

- Arc GIS Online (AGOL) Account – AGOL will be our primary platform this semester and you can go on <https://sjsugis.maps.arcgis.com/> click Sign In on the upper right corner and then SJSU Okta. This will automatically create your account.
- Any web-browser and internet access that allow you to connect for class sessions and enter AGOL, if attending in person, WSQ 113 Lab has both.
- ArcGIS Pro - Instruction to download: <https://kb.mlml.sjsu.edu/books/software/page/gaining-access-to-arcgis-pro-sjsu>

Microsoft Office – Microsoft Excel will be used frequently (student version available on: Introduction to Mapping & Geographic Information Systems, GEOG 170, Fall 2023

### [SJSU information technology webpage](#))

- Adobe Creative Suite utilizing Acrobat Reader (available as Adobe Creative Cloud for students on [SJSU eCampus webpage](#))
- Knowledge of zipping and unzipping folders
- Online data storage (e.g. Dropbox, OneDrive, or Google Drive)

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone (if attending class online with the instructor's permission), particularly for accessing materials and uploading assignments on Canvas or submitting via email. However, WSQ 113 Lab has the tech infrastructures for those who attend the class in-person in addition to SJSU that has a free [equipment loan](#) program available for students.

If attending online with the instructor's permission, students are responsible for ensuring that they have access to reliable Wi-Fi during tests. Attending in-person is highly recommended for those students who are unable to have reliable Wi-Fi, or they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Learn Anywhere](#) website for current Wi-Fi options on campus.

If attending online with the instructor's permission, students should strongly consider an average *lap-top or personal computer* that allows using AGOL and Canvas. Feel free to contact instructor if you have question about the hardware requirements. Using personal computer creates a work environment that is more portable (in case of a laptop) and also supports frequent practice which is a critical factor in learning GIScience techniques.

If applicable; Weekly Quizzes (WQs) must be submitted and uploaded to Canvas in Adobe portable document format (.pdf) or Microsoft Word Document format (.doc or .docx)

## **Course Requirements and Assignment**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## **Methods**

The course will involve a combination of lectures, discussions and participation, WQs, one case study research paper, a final project and a final examination for grade determination. It is required to read the assigned sections of the textbook and readings prior to the week in which they are discussed. The lectures and discussions will expand on the materials from the readings. Discussions will involve all members of the class because you will be evaluated on participation. In-class exercises and WQs will cover a range of basic mapping and introductory GIScience concepts and techniques.

## **Class Pace**

Instructor and student assistant will try best to walk through together explaining concepts

and doing exercises in class. I will assume a moderate pace. While everyone works at a different pace, going too fast will leave some students behind, but going too slow will make it difficult to hold your attention. If you fall behind, just raise your hand in class and we will help you.

### Weekly Quizzes (WQ) (350 Points)

This course will have seven WQs to link conceptual GIS with technical GIS and emphasizes applications to the geography and urban environment. WQs will be posted on Canvas in the Quiz section and is **due on Wednesday at noon; before weekly lecture session starts.**

### Case Study Report AND Presentation - Due Week 10 (200 Points)

**NEW THIS SEMESTER-Community Partner for Class Project:**

Before starting with the explanation of Case Study which feeds into your final project, this semester we have the opportunity to work with Talitha Consults on a project need that they have. Early October when you gained good base GIS knowledge, [Talitha Consults CEO](#) will attend the class to present the project scope of work.

Based on the quality of final project, Talitha may select two students for an internship opportunity.

Case study report (<1000-1500 words) on a selected topic (e.g. Transportation, Public Health, Parks, Historic Preservation, Community Development or Economic Development, and the like), ***with a narrow and defined focus and a direct connection to your final project.*** For example, within transportation, your focus could be on biking networks and stations in San Jose, CA. In this case, make a case study report that brings examples of GIS projects on biking networks and stations wherever happened, preferably withing a similar urban environment. ***Students are asked to finalize this section prior to developing the final project proposals as it strongly improves the quality of final project and proposal.*** A presentation template will be provided for students, each student should present a short summary of cases (scope, method and connection to student's final project for each case).

- Summarize **3-5** case studies (each up to 300 words). These GIS projects could be carried out by a local, state, federal, or private agency, firm, company or academic institution. But all 3-5 cases should address the selected topic, e.g. biking networks and stations.
- Each summary should explain concisely how GIScience was used to solve a particular problem for the same selected topic, which techniques author(s) used and their relevancy to the student's final project. It is very important that each case study has a direct implication for your final project.
- Students will present the case study analyses in no more than 5 slides **on the Week 10.**

### Final Project Report AND Presentation (375 Points)

Your final project (including case study, final report, proposal submission and presentation) is worth of 575 points, or almost 50% of your total grade; hence it is best to start workignon them early in the semester. Examples of case study, proposal and final project, as well as final project grading rubrics will be provided via Canvas.

#### **Purpose and Scope**

The purpose of a final project is to demonstrate:

- 1) Good knowledge about GIScience application to a specific topic
- 2) Mastering the basics of AGOL. Your project should exhibit the GIScience concepts as well as AGOL functions that were covered in class, for example map-design techniques including symbology, labeling, table join and relate, map layout and design, and the like.

**Final Project Proposal Presentation (Due Week 11):** Before proposal presentation on week 8, students will have to participate in *project idea discussion forum* on Canvas and consult their final project topic with instructor. Students will present their project proposal, explaining briefly what they want to do for approval. We will also dedicate time in *lab sessions* to take questions and discuss ideas. After presenting your project proposal, students will need to update their proposals based on the comments that receive during the presentation following the submission details below. If a student consults their topic early in the semester, this revision will be nominal.

**Submission Proposal Presentation and One-Page Proposal together (Due Week 11):** After receiving comments on the proposal presentation, students will have to finalize their project proposals for submission. Students will need to combine and submit one file including both proposal presentation and one page paragraph proposal. Please note that the purpose of proposal is to give a generic idea and a direction. You can maneuver and change afterward as needed. **The one-page proposal should include:**

- Name.
- Title and Topic/Focus (e.g. Transportation, Public Health, Parks, Historic Preservation, Community Development or Economic Development, and the like).
- Research question (or Hypothesis) that you want GIS to answer or test.
- Data required to do the project and data sources.

**Project Progress Presentation:** Project progress presentations will occur prior to the final presentation (please review class timeline). Students will present their project progress to the class (and possibly an external jury); by when their works should be more than 60% completed and have primary results ready to present. Students will receive feedback to finalize their projects accordingly. These feedbacks will be recorded to be considered for the final evaluation of the projects. No more than five slides including one slide intro and background, two slides for method and two slides for your primary findings.

**Final project (plus extra points for poster submission):**

1. **A short report (1000-1500 words)** that explains the project's contribution. The report should include:
  - a. Context of the project, problem, goals and objectives, inspiring precedents, etc.
  - b. Major steps to create AGOL maps, technical challenges, data issues.
  - c. Main findings, transferable lessons, future work.
  - d. Include key maps and links to the final maps.
  - e. Acknowledge limitations and indicate future work.
  - f. Include list of data sources. This could be placed at the end of the report.

2. **A presentation** that displays *final maps and findings*. The final presentation should explain the key steps involved in making these maps in form of a framework. It is highly encouraged to visualize the steps of completing the project. A template for final project presentation will be shared on Canvas.

### **A Review of Deadlines for the Final Project**

1. **Week 10\_Case Study Presentation & Submission**
2. **Week 11\_Proposal Presentation**
3. **Week 11\_Submit Proposal Presentation Plus One-Page Proposal Statement**
4. **Weeks 12 & 13\_Final Project Progress Presentation**
5. **Week 15\_Final Project Presentation & Submission:** Submit all materials on the day of presentation. Your final project presentation includes report, a presentation and a poster submission for extra points as well which might be displayed during an exhibition.

### **Final Examination (225 Points)**

There will be one final examination covering all of the GIScience principles that will be covered in class. Class lectures assigned chapters of the text e-book and weekly quizzes are the major sources for final exam. There will be no makeup examinations unless for serious and compelling reasons.

### **Vital Engagement (100 Points)**

Plan to engage in online discussions/forums, presentations, open lab sessions, office hours, extracurricular events (mostly hosted by the [SAVi Center](#)), and discussion forums. Active engagement is a vital element of the course not only makes the class more interesting and enjoyable but will be your responsibility to discuss the class material with your peers from different backgrounds. You cannot earn an “A” without participating in a vital engagement with your classmates from different backgrounds. Your class engagement grade will include contributing to online exercises, presentations, Canvas discussion forums, creativity in making your presentations as participatory and interactive, supporting your peers throughout the coursework, and support the inclusive and welcoming vibe in our course. Quality participation also includes reading weekly assignments prior to attending class, volunteering information and ideas to discussions, asking and answering questions through the presentations, creativity in your presentation, and being an active participant on Canvas. Class participation is worth 100 points, almost 10% of your final grade.

### **Grading Information**

This course must be passed with a C or better as an Urban and Regional department graduation requirement.

**Correct use of English and proper formatting/style are fundamental requirements for your assignments to be graded.** If errors in English make it difficult for a grader to understand your sentences, or excessively slow down the grader to mark your technical errors; then your examinations and case study assignment will be returned to you for further work on its English, and your grade for the paper will be deferred until it is resubmitted with corrected English. There should be a formal tone from your essays: no breezy style and **no contractions** (Please refer to the Purdue Owl’s webpage on the appropriate use of language at <https://owl.english.purdue.edu/owl/resource/608/01/>). If any of the previously mentioned styles are used, then they will be counted as an error of syntax and/or grammar. An excess of nine errors per assignment will warrant a 10% reduction. The first ten identified errors in spelling, syntax, and grammar will be noted on your document. Therefore, it is up to you to proofread

your assignment prior to submission.

This class will follow the American Psychological Association (APA) formatting and style guidelines; therefore, if you must cite sources please conform to APA guidelines. The Purdue Owl APA Guidelines at <https://owl.english.purdue.edu/owl/resource/560/01/> is a useful resource for general information.

If you have any questions regarding formatting and style forms, then please feel free to ask me.

When required as such, assignments should be submitted as soft copy documents as an Adobe portable document format (.pdf) file only. Assignments, proposal, case study/literature review, formal project proposal for graduate students, must be written using formal academic writing styles conforming to these guidelines:

1. All Assignments should be in .pdf format and must have your Name, course number (GEOG170), assignment number, date, and page number ON EVERY PAGE. Here is an example: John Brown, Fall GEOG170, ASS\_01, 22 FEB\_2021 Page x
2. Times New Roman 12pt normal font
3. double line spacing
4. 1" margin all around
5. Proper numbering formats without question prompts

If any of the above standards are not adhered to, then there will be a 0.1 point reduction for each violation from above.

If your assignments are rejected for an excessive number of errors, you will be allowed to rewrite and resubmit said document within two weeks from the original due date. After the two weeks of the initial grading period, all assignments will be considered final. If you did not take advantage of the redo, then the final grading stands—all detected errors will be downgraded accordingly. See the Canvas webpage for more information.

### **Determination of Grades**

A strong performance in all areas of assessment is necessary to achieve the highest grade in this course. You will not be graded on attendance. However, it is not possible to do well if you are not present in class to join in discussions and complete the laboratory exercises.

It is your responsibility to inform me in advance if you know you must miss a class for a valid reason. Excused absences refer to illness, family responsibilities, and similar necessities. Exceptions to these policies will be made only in the case of officially documented emergencies. Contact me regarding emergencies as soon as possible—before an assignment is due rather than after it is already late—so special arrangements may be made.

### **Grade Breakdown**

<b>Task</b>	<b>Points</b>	<b>Percent</b>
Vital Engagement	100	8
WQs	350	28
Case study	200	16
Final project	375	30

Final exam	225	18
<b>Total</b>	<b>1250</b>	<b>100</b>

### Letter Grades: Percentage Ranges & Point Ranges

Letter Grade	Percent Range	Points Range	Letter Grade	Percent Range	Points Range
A+	97.00 to 100.00	1212.50 to 1250.00	C+	77.00 to 79.99	962.50 to 999.99
A	93.00 to 96.99	1162.50 to 1212.49	C	73.00 to 76.99	912.50 to 962.49
A-	90.00 to 92.99	1125.00 to 1162.49	C-	70.00 to 72.99	875.00 to 912.49
B+	87.00 to 89.99	1087.50 to 1124.99	D+	67.00 to 69.99	837.50 to 874.99
B	83.00 to 86.99	1037.50 to 1087.49	D	63.00 to 66.99	787.50 to 837.49
B-	80.00 to 82.99	1000.00 to 1037.49	D-	60.00 to 62.99	750.00 to 787.49
			F	0.00 to 59.99	0.00 to 749.99

### Late or Missing Work

Late assignments will be reduced 1% of the total of the assignment for each calendar day missed (one class session missed equals 7% reduction in grade). No late assignments will be accepted after the last full day of instruction.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

### Class Protocols

**1. Respect for diversity and inclusivity:** My goal is that students from all diverse backgrounds and perspectives be well-served by this course and their learning needs be addressed both in and out of class. The diversity that students bring to this class is viewed as a resource, strength and benefit. My goal is to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. In this regard, your suggestions are highly encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. Given the sensitive and challenging nature of the material in this course, I aim to have an atmosphere of trust and safety in the classroom and will attempt to foster such an environment; in which each class member is able to hear and respect each other. Hence, it is quite essential critical that each member of this class shows respect for all views expressed in class. Therefore, please let me know of something that is said or done in the classroom, by either myself or other students, which is particularly troubling or causes discomfort or offense. Although, I believe our intention may not be to cause discomfort or offense, the impact of such incidents throughout the course is very important and; therefore, deserving of attention. If and when this occurs, there are multiple ways to ease some of the discomfort you may experience:

- Discuss the incident privately with me. I am open to listening to you experience and will work with students to find acceptable ways to process and address the issue.

- Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

## 2. **Zoom Class Protocol (whenever Zoom meeting is needed):**

- You are *highly encouraged* (but not required) to turn your camera on in Zoom. Instructor/Teaching Assistant will be available to help to find accommodation for special needs, however requests should be made in advance of Zoom sessions. You are encouraged to share with instructor any concerns or circumstances that might deter you from turning camera on in Zoom.
- Any student that needs accommodations or assistive technology due to a disability should work with the Accessible Education Center (AEC), and the instructor.

## 3. **Zoom Classroom Etiquette (whenever Zoom meeting is needed):**

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to "attend" class, to the greatest extent possible.
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level.
- Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away.
- Use Appropriate Virtual Backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

## 4. **Proctoring Software and Exams**

- Exams will be proctored in this course through Respondus Monitor and LockDown Browser. Please note it is the instructor's discretion to determine the method of proctoring. If cheating is suspected the proctored videos may be used for further inspection and may become part of the student's disciplinary record. Note that the proctoring software does not determine whether academic misconduct occurred, but does determine whether something irregular occurred that may require further investigation. Students are encouraged to contact the instructor if unexpected interruptions (from a parent or roommate, for example) occur during an exam.

## 5. **Recording Zoom Classes (whenever Zoom meeting is needed)**

- This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).
- Students are not allowed to record without instructor permission  
Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

6. Students are expected to participate in class by asking questions, attending class and showing up on time (you will be tested on materials that are given and will be advised of any schedule changes at each

class session), and finally, respecting the instructor and other students in the classroom.

7. Take notes from your readings and feel free to share your questions and experience with others via discussion forums on Canvas.

8. Students are expected to attend sessions so that you can remain aware of schedule changes and exam information. The majority of course content will come from lectures and course activities.

9. The work you submit must be your own. Plagiarism, representing the work of others as your own, is immoral, illegal, and absolutely against University rules. It can result in dismissal from the University. This can also be the result of cheating on a test or tricking or bullying other students to do your work for you. <http://www.engr.sjsu.edu/fclegg/AcadInteg.htm>

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

10. Online Exams

Testing Environment: Setup

- No earbuds, headphones, or headsets visible.
- The environment is free of other people besides the student taking the test.
- If students need scratch paper for the test, they should present the front and back of a blank scratch paper to the camera before the test.
- No other browser or windows besides Canvas opened.
- A workplace that is clear of clutter (i.e., reference materials, notes, textbooks, cellphone, tablets, smart watches, monitors, keyboards, gaming consoles, etc.)
- Well-lit environment. Can see the students' eyes and their whole face. Avoid having backlight from a window or other light source opposite the camera.
- Personal calculators - indicate if permitted.

Testing Environment: Scan

Before students can access the test questions, they are expected to conduct a scan around their testing environment to verify that there are no materials that would give the student an unfair advantage during the test. The scan will include:

- the desk/work-space
- a complete view of the computer including USB ports and power cord connections
- a 360 degree view of the complete room

Students must:

- Remain in the testing environment throughout the duration of the test.  
Keep full face, hands, workspace including desk, keyboard, monitor, and scratch paper, in full view of the webcam

## Technical difficulties

Internet connection issues:

Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Other technical difficulties:

Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation.

Contact the SJSU technical support for Canvas:

Technical Support for Canvas

Email: [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu) Phone: (408) 924-2337

<https://www.sjsu.edu/ecampus/support/>

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

**Academic Dishonesty**

Students who are suspected of cheating during an exam will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

## GEOG. 170: Intro. to Mapping & GIS Fall 2022, Course Lecture Schedule

*The course schedule is subject to change with fair notice and notifications will be sent out via Canvas or classroom postings.*

Week	Date	Topics	Readings	Due
1	08/23	Intro., course logistics and content Intro. to GIScience and AGOL	Arc GIS Pro Installation Link	
2	09/30	Research, Data, and Scale Types	On Canvas – Module 2	
3	09/06	Map Design #1: Graphic Design Basics, GIS Feature Viz & Data/Scale Types		
4	09/13	Map Design #2: Data/Scale Types, Descriptive Stats & Data Classification Happy First Day of Hispanic Heritage Month!	Williams (2015)	
5	09/20	<b>No in-person class – Online Session</b> Data management/integration in GIS	Try GIS Pro: Explore data	
6	09/27	GIS features composing a map layer	Try GIS Pro: Explore data	
7	10/04	Intro. to real-time data mapping <i>Guest Lecture: Talitha Consults' CEO</i>	On Canvas – Module 7	
8	10/11	<b>No in-person class – Online Session</b> Spatial Reference Systems & Geocoding	(Axis Maps, 2020)	<i>Assign case study</i>
9	10/18	<b>No in-person class – Online Session</b> Geospatial data processing (data selection and queries) Geospatial data analysis	(O'Leary, 2011)	<i>Discussion Forum: Project Idea</i>
10	10/25	CASE STUDY PRESENTATION & SUBMISSION		<i>Case study due</i>
11	11/01	FINAL PROJECT PROPOSAL PRESENTATION & SUBMISSION - ONLINE		<i>Project Proposal</i>
12	10/08	Open Lab: Final project progress		
13	11/17	Open Lab: Final project progress and GIS Day!		
	11/24	No Class: Happy Thanksgiving!		
14	11/29	FINAL EXAM		
15	12/06	FINAL PROJECT PRESENTATION & SUBMISSION (Logistics to be shared)		<i>Final Project</i>
<p><i>Important note: your final project presentation will be built upon your proposal and progress presentations, so by the time of final project presentation, a major portion of your work should be done.</i></p>				

## GEOG. 170: Intro. to Mapping & GIS Fall 2022, Course Lab Schedule

*The course lab schedule is subject to change with fair notice and notifications will be sent out via Canvas or classroom postings.*

Week	Date	Lab Topics & Quizzes	Due (Every wed. noon, before weekly lecture starts)
1	08/23	Intro and logistics, Setting up AGOL account	
2	09/30	Setting up AGOL Troubleshooting & AGOL Intro.	
3	09/06	Overview of different data types <i>WQ #1: Basics of working with data</i>	
4	09/13	Data prep for geospatial analysis <i>WQ #2: Tabular to geospatial conversion</i>	WQ #1
5	09/20	Short practice on data storage, management, and integration in AGOL <i>WQ #3: Basics of attribute tables</i>	WQ #2
6	09/27	Short practice on managing map layers in TOC <i>WQ #4: Basics of map layers and features in GIS</i>	WQ #3
7	10/04	Exploring real time mapping projects <i>WQ #5: Implication of real-time data in GIS</i>	WQ #4
8	10/11	Lab : geocoding and GIS data manipulation <i>WQ #6: visualization and map-design</i>	WQ #5 & Discussion Forum: Case Study Idea
9	10/18	Short Practice on geospatial data processing <i>WQ #7: geospatial data analysis</i>	WQ #6 & Discussion Forum: Project Idea
10	10/25	CASE STUDY PRESENTATION & SUBMISSION	WQ #7 & Case Study
11	11/01	PROJECT PROPOSAL PRESENTATION (ONLINE) & SUBMISSION	Proposal
12	10/08	Open Lab: Final project progress	
13	11/17	GIS Day Open Lab: Final project progress	
	11/24	Happy Thanksgiving!	
14	11/29	FINAL EXAM	
15	12/06	FINAL PROJECT PRESENTATION & SUBMISSION (Logistics to be shared)	Final Project Presentation & Report
<i>Important note: your final project presentation will be built upon your proposal and progress presentations, so by the time of final project presentation, a major portion of your work should be done.</i>			