



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE
SUBJECT DESCRIPTION

Form SP2

Page 1 of 2

Subject code: <i>TG-114-2</i>	Subject name: <i>Graphic Methods and Models in Geography</i>		
Study cycle: <i>I</i>	Year: <i>I</i>	Semester: <i>II</i>	ECTS credits: <i>2</i>
Status: <i>Optional</i>		Contact hours: <i>30</i>	
		<i>Lectures: 15</i> <i>Exercises: 15</i>	
Assigned professors and assistants:			
Prerequisites:	/		
Subject objectives:	<i>Enabling students to apply basic graphic methods, i.e. presenting geographical and statistical information through graphic expression.</i>		
Teaching units:	<ol style="list-style-type: none"> <i>1. Introductory considerations;</i> <i>2. Systematization of graphic methods and models;</i> <i>3. Systems for making graphic methods and models;</i> <i>4. Object feature of graphic methods and models;</i> <i>5. Scale of graphic method;</i> <i>6. Technical aspect of graphic methods;</i> <i>7. Application of direct graphic methods;</i> <i>8. First test;</i> <i>9. Dot plots and line graphs;</i> <i>10. Non-structural areal graphs;</i> <i>11. Structural graphs;</i> <i>12. Profiles and networks;</i> <i>13. Non-quantitative maps;</i> <i>14. Quantitative maps;</i> <i>15. Second test.</i> 		
Learning outcomes:	<p>Knowledge:</p> <ul style="list-style-type: none"> <i>• student classifies graphic methods according to different application criteria.</i> <p>Skills:</p> <ul style="list-style-type: none"> <i>• student graphically presents quantitative and qualitative indicators of geospatial character;</i> <i>• analyzes graphic content in geography.</i> <p>Competencies:</p> <ul style="list-style-type: none"> <i>• student models geographical reality using basic information</i> 		



	<i>and computer tools.</i>																																									
Teaching methods:	<i>Multimedia presentation, demonstration and discussion (lectures); teaching material analysis and practical work (exercises).</i>																																									
Knowledge testing methods with grading structure¹:	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;">Points</th> </tr> </thead> <tbody> <tr> <td><i>Attendance</i></td> <td style="text-align: right;"><i>10</i></td> </tr> <tr> <td><i>Participation on lectures</i></td> <td style="text-align: right;"><i>5</i></td> </tr> <tr> <td><i>Tests</i></td> <td style="text-align: right;"><i>30</i></td> </tr> <tr> <td><i>Seminar</i></td> <td style="text-align: right;"><i>15</i></td> </tr> <tr> <td><i>Final exam</i></td> <td style="text-align: right;"><i>40</i></td> </tr> <tr> <td><i>TOTAL</i></td> <td style="text-align: right;"><i>100</i></td> </tr> </tbody> </table> <p>Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Grade</th> <th style="width: 40%;">ECTS grade</th> <th style="width: 40%;">Points scale</th> </tr> </thead> <tbody> <tr> <td><i>10</i></td> <td><i>(A) excellent</i></td> <td style="text-align: right;"><i>95 - 100</i></td> </tr> <tr> <td><i>9</i></td> <td><i>(B) very good</i></td> <td style="text-align: right;"><i>85 - 94</i></td> </tr> <tr> <td><i>8</i></td> <td><i>(C) good</i></td> <td style="text-align: right;"><i>75 - 84</i></td> </tr> <tr> <td><i>7</i></td> <td></td> <td></td> </tr> <tr> <td></td> <td><i>(D) satisfactory</i></td> <td style="text-align: right;"><i>66 - 74</i></td> </tr> <tr> <td><i>6</i></td> <td><i>(E) sufficient</i></td> <td style="text-align: right;"><i>55 - 64</i></td> </tr> <tr> <td><i>5</i></td> <td><i>(F, FX) insufficient</i></td> <td></td> </tr> <tr> <td><i>55</i></td> <td></td> <td></td> </tr> </tbody> </table>		Points	<i>Attendance</i>	<i>10</i>	<i>Participation on lectures</i>	<i>5</i>	<i>Tests</i>	<i>30</i>	<i>Seminar</i>	<i>15</i>	<i>Final exam</i>	<i>40</i>	<i>TOTAL</i>	<i>100</i>	Grade	ECTS grade	Points scale	<i>10</i>	<i>(A) excellent</i>	<i>95 - 100</i>	<i>9</i>	<i>(B) very good</i>	<i>85 - 94</i>	<i>8</i>	<i>(C) good</i>	<i>75 - 84</i>	<i>7</i>				<i>(D) satisfactory</i>	<i>66 - 74</i>	<i>6</i>	<i>(E) sufficient</i>	<i>55 - 64</i>	<i>5</i>	<i>(F, FX) insufficient</i>		<i>55</i>		
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Literature²:	<p>Mandatory:</p> <p><i>1. Šterc, S. (1990). Grafičke metode u nastavi. Školska knjiga, Zagreb.</i></p> <p>Recommended:</p> <p><i>1. Monkhouse, F. J. i Wilkinson, H. R. (1978). Maps and Diagrams: Their Compilation and Construction. Methuen, London.</i></p> <p><i>2. Petz, B. (1985). Osnovne statističke metode za nematematičare, Drugo izdanje. SNL, Zagreb.</i></p>																																									

¹ The structure of points and point criteria for each subject is determined by the Council of the organizational unit before the beginning of the academic year in which the subject is taught in accordance with Article 64, paragraph 6 of the Law on Higher Education of Sarajevo Canton

² The Senate of the higher education institution as an institution or a council of the organizational unit of the higher education institution as a public institution determines mandatory and recommended textbooks and manuals, as well as other recommended literature on the basis of which exams are prepared by a special act which is required to be published on its website before the beginning of the academic year in accordance with Article 56, paragraph 3 of the Law on Higher Education of the Sarajevo Canton.