

# Administrative Master Syllabus

## Course Information

<b>Course Title</b>	World Regional Geography
<b>Course Prefix, Num. and Title</b>	GEOG 1303: World Regional Geography
<b>Division</b>	Social and Behavioral Sciences
<b>Department</b>	History and Geography
<b>Course Type</b>	Academic WCJC Core Course
<b>Course Catalog Description</b>	This course is an introduction to the world's major regions seen through their defining physical, social, cultural, political, and economic features. These regions are examined in terms of their physical and human characteristics and their interactions. The course emphasizes relations among regions on issues such as trade, economic development, conflict, and the role of regions in the globalization process.
<b>Pre-Requisites</b>	TSI ELAR (Reading and Writing) requirements met
<b>Co-Requisites</b>	None

## Semester Credit Hours

<b>Total Semester Credit Hours (SCH): Lecture Hours:</b>	3:3:0
<b>Lab/Other Hours</b>	
<b>Equated Pay Hours</b>	3
<b>Lab/Other Hours Breakdown: Lab Hours</b>	0
<b>Lab/Other Hours Breakdown: Clinical Hours</b>	0
<b>Lab/Other Hours Breakdown: Practicum Hours</b>	0
<b>Other Hours Breakdown</b>	0

## Approval Signatures

Title	Signature	Date
<b>Department Head:</b>		
<b>Division Chair:</b>		
<b>VPI:</b>		

## Additional Course Information

**Topical Outline:** Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

The instructor will organize the course in such a manner as to survey the major cultural realms of the world, which are listed below. For each realm, the instructor will follow a systematic approach to the coverage and discussion of the physical features of the realm to include the agricultural and industrial base, the urban and rural dimension, transportation and communication, the climate, and other important features that may be unique to a realm. In addition to these basic dimensions of a realm, the unique cultural features of a realm will be introduced and discussed. The cultural realms of the world and various topics associated with each of them are listed below. The instructor may vary in order in which they are introduced and studied:

- Australia and New Zealand: A transplanted European culture in an Asian setting. The Aboriginals of Australia
- Sub-Sahara Africa: The four regions of this realm to include West Africa, East Africa, Equatorial Africa, and Southern Africa and the principal countries of each. Disease as a factor in the life of the people of this realm. Economic development challenges of the countries, racial tensions that affect the realm, and traditional lifestyles in contrast to modern modes of life.
- North Africa and Southwest Asia: The World of Islam, the Dry World, and the World of Arab culture. Human interactions with desert lands. Oil riches and oil depletion. The strategic location to world trade of the Suez Canal and the Persian Gulf.
- India and its Perimeter (Bangladesh, Sri Lanka, and Pakistan): The Hindu world and Muslim world. Population pressures facing the world's largest democracy in India. Urban problems in a rural nation. Centripetal and centrifugal forces
- China: The impact of Confucius on ancient and modern China. Communist accomplishments. Mandarin and Cantonese culture
- Southeast Asia: The mainland countries and island countries. The strategic location of this realm in world trade. The Malaysian people. The problems of political insurgency.
- Latin America: Its different regions to include Mexico and Central America, the Caribbean, and South America. The non-Latin cultures of the realm. The Tropical Rainforest. The land and the people of Mexico to Tierra del Fuego.
- Anglo-America: The United States of America and Canada. The French in Canada as an exception to the Anglo culture. Problems of advanced, industrial nations. The megalopolis. The declining resource base.
- Europe: The centripetal and centrifugal forces of Europe. The resource base of Europe. Europe as an industrial realm. The spread of European culture to other parts of the world.
- Russia: The end of the USSR and emergence of new political entities. Russia's great disturbances and the many and varied peoples and cultures of this vast realm. Its resource base and environmental pollution. Russia's culture to include art, dance, literature and music.
- Japan: The ethnocentrism of the Japanese people. The treatment of minorities. The problem's of Japan's future. Japan as an industrial nation with a poor resource base. Earthquakes in Japan.
- Oceania: The peoples and cultures of the Pacific Ocean islands.

It is within the prerogative of the instructor to cover additional topics.

### Course Learning Outcomes:

**Learning Outcomes – Upon successful completion of this course, students will:**

- 1.) Define and explain the geographic concept of "region."
- 2.) Locate significant geographic features of regions of the world and describe their cultural, economic, political, and physical characteristics.
- 3.) Demonstrate knowledge of each region's role in a globalizing world.
- 4.) Apply geographic concepts to understanding current events, conflicts, and issues in a regional context.

**Methods of Assessment:**

- 1.) Unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, or journal projects that emphasize analysis.
- 2.) Exit Examination and map identifications on unit examinations.3.) Unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, or journal projects that emphasize analysis.
- 3.) Measured by exams and/or projects which may include book reviews, research papers, oral presentations, or journal projects that emphasize current Geo-political/Geo-social dynamics.

**Required text(s), optional text(s) and/or materials to be supplied by the student:**

*Understanding World Regional Geography* most recent edition by Erin H. Fouberg and William G. Moseley, Jon Wiley & Sons, Inc. Access code required at instructor discretion.

Individual titles selected by the instructor available in library collection. Primary documents may be distributed to students, made available from instructor web site, or placed on reserve in the library.

**Suggested Course Maximum:**

35

**List any specific or physical requirements beyond a typical classroom required to teach the course.**

Instructors must have access to maps in classrooms. Online course requires appropriate technology.

**Course Requirements/Grading System:** Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

The grading scale used for all tests, papers, and projects will be as follows:

90% to 100% = A; 80% to 89% = B; 70% to 79% = C; 60% to 69% = D; Below 59% = F

Instructors may also use a point system to determine final scores as long as this point system is clearly outlined in the instructor's syllabus.

Map Assignments/Exercises – 25-50% (may include the creation of maps, use of GIS software, analysis of maps, and/or examination of geographic data from maps)

Geographic Projects – 25-60% (may include written, visual, and/or oral presentations)

Quizzes/Exams – 25-50% (may include reviews, quizzes, unit exams, or practical application of geographic skills)

Participation – 0-20% (may include daily assignments, attendance, and/or class participation)

Departmental Post-test – 10-25 %

Professors will use a combination of the above totaling 100% and enumerate the exact breakdown on the student syllabus.

Instructors may use various methods of instruction to impart information and/or to analyze geographic data. Class discussion is encouraged for the purpose of developing in students the ability to understand geographic concepts and content. Class discussions should arise from geographic data, concepts, or content examined in class. Students will be required to complete written analysis and/or visual presentations to further elaborate or explain what has been presented and discussed in the class. These requirements are designed to challenge the student to critically analyze geographic data.

Minimum requirements include the following:

- 1.) Attend class in accordance with college policy and as stipulated by the instructor.
- 2.) Complete appropriate reading assignments made by the instructor.
- 3.) Complete appropriate writing assignments based on the readings, classroom presentations and discussion.
- 4.) Complete oral presentations (if assigned by instructor)
- 5.) Complete appropriate tests (quizzes, major examinations, and a final examination)

Assessment will be conducted using a variety of methods. Objective questions such as multiple-choice, matching, true/false and fill-in-the blank will be used as will subjective questions which may demand narrative identification, lengthy narrative responses, and also critical thinking. Students will be tested on materials presented in class and are expected to develop listening and note-taking skills. The weight, style, and nature of the specific assessment tools are left to the discretion of the individual instructor, but each instructor must place emphasis on the development of writing and critical thinking skills. There will be at least one outside assignment involving a research paper, book report, computer assignment, or such academic activity as the instructor deems important to augment the testing process and to improve reading and writing skills. Balance in testing to accommodate for varied learning styles is the desired goal.

Evaluation of student progress in this course will incorporate a Pre-Test/Post-Test and the use of a standardized, comprehensive exit examination. The Pre-Test will consist of fifty (50) multiple choice questions to be given during the first two weeks of instruction.

The post-test will also serve as the standardized, comprehensive exit examination. It will consist of multiple-choice questions different from the Pre-Test and/or application-based questions requiring students to apply geographic skills. The Post-Test should be given the same day as the final examination and be part of that examination or stand alone as the final examination. The weight of the Post-Test to the student's course grade and the percentage assigned it as part of the final examination will be at the discretion of the instructor. The recommended weight of the Post-Test as part of the course grade is within the 10 to 25% range and all students must complete the exam.

The results of both the Pre-Test and Post-test will be analyzed and discussed by the department. This will enable department members to evaluate strengths and weaknesses in the curriculum or the text, provide data regarding different class formats, schedules, and campus locations, and identify areas of improvement for the instructor. This measurement system serves as a valuable diagnostic instrument for the improvement of curriculum materials and classroom management in regard to improving student learning outcomes.

**Curriculum Checklist:**

- Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.
- Administrative WCJC Core Course.** Attach the Core Curriculum Review Forms
  - Critical Thinking
  - Communication
  - Empirical & Quantitative Skills
  - Teamwork
  - Social Responsibility
  - Personal Responsibility
- WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist

### Core Curriculum Review Form

**Foundational Component Area:** Core 080: Social & Behavioral Sciences

**Course Prefix & Suffix:** GEOG 1303

**Core Objective:**

**Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Define and explain the geographic concept of “region”.	Learning activities include: lectures, text book readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the student’s understanding of geography and culture.	Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.
State Mandated	Demonstrate knowledge of each region’s role in a globalizing world.	Learning activities include: lectures, text book readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the student’s understanding of geography and culture.	Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.
State Mandated	Apply geographic concepts to understanding current events, conflicts and issues in a regional context.	Learning activities include: lectures, text book readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the student’s understanding of geography and culture.	Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.

**Core Curriculum Review Form**

**Foundational Component Area:** Core 080: Social & Behavioral Sciences

**Course Prefix & Suffix:** GEOG 1303

**Core Objective:**

**Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

<b>SLO Status</b>	<b>Student Learning Outcome (SLO)</b>	<b>Learning Activity</b>	<b>Assessment</b>
State Mandated	Define and explain the geographic concept of “region”.	Learning activities include: lectures, text book readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the student’s understanding of geography and culture.	Assessed by unit examinations, post- test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.
State Mandated	Demonstrate knowledge of each region’s role in a globalizing world.	Learning activities include: lectures, text book readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the student’s understanding of geography and culture.	Assessed by unit examinations, post- test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.

### Core Curriculum Review Form

**Foundational Component Area:** Core 080: Social & Behavioral Sciences

**Course Prefix & Suffix:** GEOG 1303

**Core Objective:**

**Empirical and Quantitative Skills**—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Locate significant geographic features of regions of the world and describe their cultural, economic, political, and physical characteristics.	Learning activities include: lectures, text book readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the student's understanding of geography and culture.	Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.



### Core Curriculum Review Form

**Foundational Component Area:** Core 080: Social & Behavioral Sciences

**Course Prefix & Suffix:** GEOG 1303

**Core Objective:**

**Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Demonstrate knowledge of each region’s role in a globalizing world.	Learning activities include: lectures, text book readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the student’s understanding of geography and culture.	Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.
State Mandated	Apply geographic concepts to understanding current events, conflicts and issues in a regional context.	Learning activities include: lectures, text book readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the student’s understanding of geography and culture.	Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.