



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title - World Regional Geography
Course Prefix and Number - GEOG 1303
Department - History and Geography

Division - Social and Behavioral Sciences

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description Study of major world regions with emphasis on prevailing conditions and developments, including emerging conditions and trends, and the awareness of diversity of ideas and practices to be found in those regions.
 Course content may include one or more regions.

Prerequisites/Co-requisites – TSI satisfied.

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Prepared by Ken Grubb

Date 9-1-13

Reviewed by Department Head Ken Grubb

Date 9-1-13

Accuracy Verified by Division Chair Amanda Shelton

Date 9-1-13

Approved by Dean or Vice President of Instruction *gghunt*

Date 9-1-13



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, 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 realms 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.

II. Course Learning Outcomes

Learning Outcomes Upon successful completion of this course, students will:	Methods of Assessment
1.) Develop an appreciation for and knowledge of the ways in which humans have used and adapted to the physical environments of the earth.	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.) Understand how culture is created and how it develops and is influenced by the physical environment as well as how humans have overcome difficulties	2.) 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.) Demonstrate knowledge of how people make a living, how they use their physical resources (lands, soils, minerals) and how climate affects human activity	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.
4.) Be able to evaluate how the physical environment impacts the resulting cultures and demonstrate empathy and appreciation for cultures that are greatly different from his or her own culture and perceive the universal aspirations of all humanity.	4.) Measured by written/oral projects as assigned by the instructor to develop critical thinking skills.
5.) Be able to read and interpret maps in order to locate the countries and cities of the world, the physical features of the continents-rivers, lakes, mountains, forested areas and plains. Map location work and study will provided the student with a larger and broadened spatial perception of the earth.	5.) Exit Examination and map identifications on unit examinations.

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Deblij, *Realms, Regions and Concepts* required textbook in face-to-face and on-line format.

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.

IV. Suggested Course Maximum - 35

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

Instructors must have access to maps in classrooms. On-line course requires appropriate technology.

I. 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.

Writing Project(s) – 25-50%

(may include research papers, exam essays, book/film reviews, and/or response papers)

Exams – 25-75%

(may include quizzes, unit exams, exam essays, and/or written/oral presentation)

Participation – 0-50%

(may include daily assignments, projects, attendance, and/or class participation)

Departmental Post-test – 10-25 %

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

Instructors may use the narrative/lecture method of instruction to impart factual information and to suggest to students the different interpretations of United States history. The narrative method is also useful for setting the stage for class discussions.

Class discussion between students and instructors is encouraged for the purpose of developing in students the ability to speak before others about historical events. Class discussions should arise from the readings that students complete and from points of interest and the interpretation of facts that emerge in class, especially those relevant to students.

Students will be required to complete written work or to prepare oral presentations to further elaborate or explain what has been presented and discussed by the instructor. These requirements are designed to challenge the student to analyze and critique the material presented. The written work may be in the form of essay test topics, book reviews, reports on articles in scholarly journals, or other written assignments as assigned by the instructor. Oral presentations may be designed as debates, informative overviews, or persuasive monologues.

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 is 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 fifty (50) multiple-choice questions different from the Pre-Test. 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 50% 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 and developing intellectual competencies.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)

No additional documentation needed

- **Academic WCJC Core Course**

Attach the Core Curriculum Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

- **WECM Courses**

If needed, revise the Program SCANS Matrix & Competencies Checklist.



Core Curriculum Review Form

Foundational Component Area: **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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input checked="" type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Develop an appreciation for and knowledge of the ways in which humans have used and adapted to the physical environments of the earth.	Learning activities include: lectures, textbook readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the students 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.
<input type="checkbox"/> Existing <input checked="" type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Understand how culture is created and how it develops and is influenced by the physical environment as well as how humans have overcome difficulties	Learning activities include: lectures, textbook readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the students 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.
<input type="checkbox"/> Existing <input checked="" type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Be able to read and interpret maps in order to locate the countries and cities of the world, the physical features of the continents-rivers, lakes, mountains, forested areas and plains. Map location work and study will provided the student with a larger and broadened spatial perception of the earth.	Learning activities include: lectures, textbook readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the students 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.

Department Head: Ken Grubb

Date: 9-1-13



Core Curriculum Review Form

Foundational Component Area: **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.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input checked="" type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Demonstrate knowledge of how people make a living, how they use their physical resources (lands, soils, minerals) and how climate affects human activity	Learning activities include: lectures, textbook readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the students 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.
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<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

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Core Curriculum Review Form

Foundational Component Area: **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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
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Core Curriculum Review Form

Foundational Component Area: **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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
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