



Syllabus

Course Number/Title: GE 176 World Regional Geography

Department: Social Science/ Geography

Required Text: *World Regional Geography*, by Pulsipher
ISBN: 1-4292-3241-2

Instructor: Dr. Linda Davis-Stephens

Office Hours: M-F 9:00 a.m. & M-R@ 2 p.m. BMC 701

Email: linda.davis-stephens@colbycc.edu

Year: Fall 2012

Credit Hours: 3

Days/Time: TR 9:25-10:40 a.m.

Room #: BMC 712

Prerequisite: None

Phone #: (785) 460-5528

Course Placement: Any

Required: <https://app.onelogin.com/client/apps>

<http://thecollaboratory.wikidot.com/world-regional-geography-fall-2012>

RATIONALE

This course fulfills a Social Sciences requirement in the General Education Requirements of the Transfer and Articulation agreement between the Kansas Regents Universities and Kansas Community Colleges.

The purpose of the course is to promote student scholarship, initiative, and innovation in the subject of world regional geography. The focus is for students to both reason with and reason about geography. One aim is to develop skills and knowledge to answer geographic questions. Another is to understand and appreciate the interdependence and interrelationships of peoples, places, and environments.

COURSE DESCRIPTION

Students locate regions and realms of the world using outline maps, atlas, and text. Course content will focus on geographic spatial realities and perspectives. As a survey course, overviews cover major topical subfields of physical and human/cultural geography. This course is an interdisciplinary study that bridges the humanities and the physical and social sciences.

COURSE OUTLINE

Introduction	Module 1
Vacation Vignette	
Explorations & Worldview	
World Pretest	
What is it? Where is it? Why there? So what?	
North America	
Middle America & South America	
Eurasia Europe, Russia & the Newly Independent States	

Midterm Exam & Online Testing

Module 4

North Africa/Southwest Asia
Sub-Saharan Africa
South Asia
East Asia
Southeast Asia
Oceania: Australia, New Zealand, and the Pacific
Antarctica

Online test testing & Projects
Projects Presentations

FINAL EXAM 12/13/12@8:00-10:00am

Module 8

List of Due Dates online in eCourses GE176 "Course Checklist"

Videos, Guest Lectures, and Field Trips to be scheduled.

<http://www.prairiemuseum.org/Home.html>

Prairie Museum-Art & History

1905 South Franklin Avenue, Colby, KS 67701-3710 (785) 460-4590



<http://maps.google.com/maps/place?oe=utf-8&client=firefox-a&ie=UTF8&q=PRAIRIE+Museum+colby+kansas&fb=1&gl=us&hq=PRAIRIE+Museum&hnear=0x870acbe7f4a97a1f:0xba77014e4963936,Colby,+KS&cid=1745060674988784891&t=h&z=14>

COURSE LEARNING OBJECTIVES

- The learner will be able to use language to think and reason, as well as to access, process and use information for learning.
- The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
- Determine the nature and extent of information needed to answer a question related to Geography.
- Individually or as a member of a group, uses information effectively in a manner that supports a specific purpose such as a paper or presentation in the field of Geography.*
- Locate on a world map the major realms and regions; and on regional maps, the significant places within these realms and regions.*
- Utilize Web 2.0 tools in practice and performance.*

*Course Learning Objectives Assessed: Statements that indicate what students are expected to know or to have learned upon completion of a course or a lesson.

COURSE COMPETENCIES

Upon completion of World Regional Geography course students should be able to:

- Locate major features of regions and realms on maps.
- Describe patterns of geographic space by map reading.
- Describe the dominant landform and climate patterns across the world, and understand their causes and how they impact human activity.
- Identify varied characteristics of continents' environmental and cultural landscapes by study guides, discussion, and examination.
- Identify forces that uproot and redistribute people and activities by text content summaries.
- Design and present research topic presentations of group or individual effort.
- Analyze information that relates to geography by map comparison activities.

- Read for what is explicitly stated by paraphrasing and essay response to examinations.
- Reason to determine implicit meaning by doing essay examinations.
- Plan for the future of the discipline from study questions of video series on updated geography skills.

Instructor will convey to each student an understanding of:

- Spatial realities and perspectives.
- Relevance of traditional popularly-perceived regions.
- Ecological interrelationships between humans and habitats.
- Experience of place.

COURSE LEARNING OUTCOMES

- a. Cognitive Outcomes: This course will develop the student's general intellectual abilities, curiosity, powers of critical analysis, aesthetic appreciation, and creativity. The student will have the capacity to analyze and interpret the dynamics of various events, ethical processes, and their significance, demonstrated by student's ability to read and think critically, to write effectively and express himself or herself.
- b. Affective Outcomes: Upon completion of the course the student will have an understanding of personal management and skills necessary for academic and job success; to include how the college and workplace affects them and how they can affect it. The student will also appreciate social affiliation, group dynamics and strategy; and better understand the academic process.

METHOD OF EVALUATION

Course credit will be evaluated by the following:

Attendance/Participation	Performance/Application/Reflection	Outcome
50% of Grade	50% of Grade	100%
Quizzes, Tests, Practice Activities	30% Project Presentations 20% Final XM	Semester Grade

Grading uses the following scale:

A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

Final examination over the final unit of study will be according to the finals schedule, unless otherwise notified. Final Exam will only be administered once.

METHOD OF INSTRUCTION

Texts, media, lectures, and group discussions will be used to introduce students to course content. The basis of instruction is student discovery and instructor guidance. The instructor uses a perspectivist approach. Instruction includes the Socratic Method and Intuitive Learning Techniques, as well as lecture/discussion format. Learning activities to encourage student performance may include active learning, teamwork, and critical thinking exercises. Online posting of group projects at <http://thecollaboratory.wikidot.com/world-regional-geography-fall-2012>

Course work is designed to allow students to apply what they are learning directly to authentic situations related to the course outline. The instructor facilitates the integration of classroom learning within the context of the world beyond the academic setting.

COURSE REQUIREMENTS

Required computer access to Internet <http://trojanweb.colbycc.edu/Home.aspx> , <https://app.onelogin.com/client/apps> , and online posting of presentations required at <http://thecollaboratory.wikidot.com/world-regional-geography-fall-2012>

Students will read the entire syllabus and inquire about any further information necessary. Textbooks must be purchased at the beginning of the course. Each student is responsible for reading, taking class notes, and doing assignments. The level of competency each student should demonstrate for successful completion of the course is at least the 70 percentile level for a C average. All quizzes, tests, and examinations are required of each student. Students will turn in assignments when due and arrive on time for each scheduled class. Students will observe and pay attention to the focus of each instructional activity whether lecture, video, or group discussion, etc. Students will show due diligence and self-discipline in study habits.

The asynchronous online format allows self-motivated, task-driven students the flexibility to complete undergraduate level coursework. Because this course relies heavily on regular interaction with others, students must have access to a working computer with Internet access throughout the course. Additionally, we will be using a variety of technology tools for this course, as working comfortably in a Web 2.0 environment is a major component of life today.

Introduce Ourselves Assignment: Post a short bio about yourself and reply in the Introduction Thread.

Create a digital story using iMovie, Moviemaker, or other movie editor. Add your voice over— narrative, images, and music. Post to the course Module Threaded Discussion and the class wikidot site as assigned in class.

- **SERVICE-LEARNING COMPONENT**

Any student may arrange with the course instructor and community agency an approved Service-Learning Presentation. Each participating student who chooses this option will plan with the instructor 15 hours of volunteer service-learning and orally report the results as a course presentation.

Classroom Climate - It is likely you will hear class members express ideas or opinions very different from your own. You can listen to opposing viewpoints and respect the rights of others to hold differing perspectives without compromising your own beliefs or values. Be polite. Constructive feedback is a balance of honesty, respect, and sensitivity. Provide your classmates with specific and useful comments in a helpful and supportive manner. You will find yourself receiving constructive feedback as well as giving it. Do not overreact to suggestions for improvement. No presentation is perfect and no critique is all knowing. We are all learning as we engage in this experience.

ASSIGNMENT POLICY

Students are responsible for quality and timeliness. Late work may not receive full credit. Please indicate your name and identify the lesson at the top of the assignment. Prior arrangements are preferable when missing coursework is unavoidable. Make-up work must be arranged with the instructor within one week of missed work. If make-ups are approved they will be given when designated by the instructor. Missed make-up work may result in a failed score for that class work. Make-up examinations, when approved, are to be administered according to instructor discretion. Missed make-up examinations may result in a failed grade for that examination.

TEST POLICY

Quizzes, tests, and examinations will be designated in class as online, open/closed file, notes, or textbook. Extensions for online testing must be instructor approved.

ATTENDANCE POLICY

Attendance is recorded by the regular collection of assignments, quizzes, tests, and examinations. Failure for non-attendance forms will be used according to school policy. Official withdrawal forms should be submitted by the student to obtain refund and change enrollment status according to official deadlines.

SCHOOL ACTIVITY ABSENCE

If you are absent due to a school activity such as field trips, athletic events involving players, etc., you are required to have permission by the appropriate coach or other instructor. **You must make arrangements to make up class work before** you leave for that activity, or class work may not receive full credit.

PERSONAL ABSENCE

In the case of a personal absence--one that cannot be avoided, class work must be made up before the absence, or by arrangement with the instructor. It is your responsibility to contact the instructor and communicate about your absence and class work--(785) 460-5528.

GUEST SPEAKER POLICY

On the occasion when a speaker has been invited to class students will show attention, ask relevant questions, and honor our guest with utmost respect.

FIELD TRIP POLICY

Each student joining a class field trip must turn in appropriate forms before the trip begins. Forms requiring a notarized signature may be completed with the Notary Public in the Administration Office of Colby Community College or other Notary Public.

Academic Integrity Policy

Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby's institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

Cheating is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.

Plagiarism is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it. The following procedure will be used for students who violate the policy:

- First Offense – Student will receive a zero for the assignment and the student will be reported to the Dean of Academic Affairs.
- Second Offense – The student will be reported to the Dean of Academic Affairs and removed from the class.
- Third Offense – The student will be reported to the Dean of Academic Affairs and dismissed from the college.

Any questions about this policy may be referred to the Dean of Academic Affairs.

ASSESSMENT STATEMENT

Colby Community College assesses student learning at several levels: general education, program, and

classroom. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. An example of your work, a paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Results of these activities will be used to improve teaching and learning at Colby Community College.

The learning outcomes and competencies detailed in this syllabus meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

SYLLABUS INFORMATION DISCLAIMER

I reserve the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students' responsibility to keep up with any changes, modifications, adjustments or amendments that are made to this document.

The student must discuss with the instructor any course related assignment, learning activity, or other part of the course that a student finds objectionable to his/her moral integrity or otherwise considers offensive content. Thereupon, with respectful dialogue, the instructor and student can find an alternative together for quality education.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

According to the Americans with Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodation. If a member of the class has a documented learning disability or physical disability and needs special accommodation, he/she should contact Student Support Services or the CCC Vice President of Student Services.

EQUIPMENT

Access to a computer equipped with Microsoft Office (Word), Internet access and a web browser, and an e-mail address. Except to accommodate special needs, audio/visual recording of my lectures or class discussion is not allowed.

BIBLIOGRAPHY AND WEBLIOGRAPHY

<http://www.nationalgeographic.com/>

Davis-Stephens, Linda

2011 "*El Cuartelejo*, High Plains Laws and Identity-- Service Learning the History of a Bioregion." In *Anthropology and Ethnology Today, Chinese Union of Anthropological and Ethnological Sciences Series*

Davis-Stephens, Linda. "[Cheyenne Action Archeology](#)". In: *Research Frontiers in Anthropology* by Carol Ember, Melvin Ember, and Peter Peregrine, Eds. Upper Saddle River: Prentice Hall. Pages 73-114. 1998.

Davis-Stephens, Linda. "Cheyenne Action Archeology, Steps to Ecological Laws of the Tenth Millennium". Professional Paper presented at the International Congress of Anthropological and Ethnological Sciences, Williamsburg, Virginia, July 26-Aug. 1, 1998.

Webpage by Linda Davis-Stephens. "El Cuartelejo: High Plains Laws and Identity--Service Learning the History of a Bioregion". <http://www.angelfire.com/ks2/hipp/index.html>

<http://greatplainsexperience.blogspot.com/>

<http://colbycriminaljusticeportfolios.wikidot.com/davis-stephens:page-1>

<http://thecollaboratory.wikidot.com/faculty:davis-stephens>

Preparatory education: Wichita State University, (Master of Arts/Anthropology), Wichita State University, (Bachelor of Anthropology/Spanish, Magna Cum Laude with Honors), Wichita State University, (Degree Candidate/Elementary & Secondary Education); Legal education: Washburn University (Juris Doctor). Certificate: Visiting Scholar Certificate, Kansas State Board of Education.

Community Activities: National Park Service, Kansas State Historical Society, Prairie Museum of Art and History, Thomas County Historical Society, Jennings Heritage Associates, Oral Interviews, Kansas Folklore Society, Service Learning Archival Materials, Kansas Anthropological Association, High Plains Chapter, Special Collections Library.

Fieldwork: Spanish Interviews, Norton Correctional Facility, Restoration/Preservation Projects, Central High Plains, Action Anthropology/Archeology, Western Plains Region.

Selected Works in Media and Print: include Linda Davis-Stephens' Collection, Prairie Museum of Art and History; Summary, Nomination and Comprehensive Survey Reports, National Park Service, Cheyenne Action Archeology Tenth Millennium Series, Local History and Culture Documentaries, Theses, Sustainable Agriculture Policy, Central Plains Region, Mock Farm Mediation.

Positions held: President Hispanic American Law Student Association, Principal, West Plains Academy, and Attorney with emphasis in Criminal/Environmental Law, Conflict Resolution, and International Law.

Classes taught: Forensic Anthropology, Criminal Justice Forum, Juvenile Justice, Homeland Security, Loss Prevention and Private Security, Judicial Functions, Corrections, Criminal Procedure, Introduction to Criminal Justice, Criminology, Great Plains Experience, World Regional Geography, American Frontier Literature, Spanish, Government, World Religions, Anthropology, Women's Studies, Native American Cultures, Friends University—Conflict Resolution, Business Ethics, Organizational Behavior, Organizational Management & Leadership.

Syllabus Revised 08/12