

Term: Fall 2013

Course Title: Introduction to Geography

Course Prefix: GEOG

Course No.: 1113

Section

No.:P01/2

Department of | **Division of Social Work,
Behavioral and Political
Sciences** |

College of | **Brailsford College of Arts and
Sciences**

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| Prairie View, TX 77446

Office Hours: | **MWF 9:00–12:00, 2:30-3:30, and by appointment**

Virtual Office

Hours: |

Course Location: | *WOOL 109*

Class Meeting Days & Times: | **MWF 8:00 – 8:50AM; 1:00-1:50PM**

Catalog Description: | The first goal of this course is to show the students that geography is study of interaction of physical and human phenomena at different places. The second goal is to introduce the students to the diverse fields of geography

Prerequisites: |

Co-requisites: |

Required Text: | **Dahlman, C.T., Renwick, W., and Bergman, E. (Latest Edition) *Introduction to Geography*, New York: McGill Hill**

Supplements: CD ROM

Webpage: www.mhhe.com/bergman

Recommended Text/Readings: |

Access to Learning Resources: |

PVAMU Library:

phone: (936) 261-1500;

web: <http://www.tamu.edu/pvamu/library/>

University Bookstore:

phone: (936) 261-1990;

web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals or Overview:

The first goal of this course is to show the students that geography is study of interaction of physical and human phenomena at different places. The second goal is to introduce the students to the diverse fields of geography. The course deals with three basic questions. Where are things located? Why are they located where they are? How do they interact?

Course Outcomes/Objectives

At the end of this course, the student will

Course Learning Outcomes	Program Goal	Align with Core Curriculum
Students should be able to recognize how interconnected they are in the world	N/A	Social Responsibility and Communication
Students should be able to understand and identify interactions, dynamics, and consequences of globalization	N/A	Critical thinking and empirical quantitative skills
Students should demonstrate the ability to comprehend the broad interdisciplinary subject of geography	N/A	Social Responsibility

Course Requirements and Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams and quizzes - Weekly multiple choices quizzes (12) with questions designed to measure knowledge of presented course material such as basic concepts, ability to analyze simple data, and logic thinking will be administered. Each test (total of 3) will cover four quizzes. The critical thinking and quantitative skills core objectives will be partly assessed by these tests and quizzes.

Project/assignment - These are short written assignments designed to measure ability to apply presented course material. Students will demonstrate critical thinking, empirical quantitative skills, responsibility, and communication skills by designing and explaining/interpreting relationships shown in graphs based on published demographic data. The written assignment will be assessed using a modified common LEAP rubric.

Class Participation: Attendance and participation in class discussions is to measure the students' critical thinking, knowledge of the class material covered, and demonstration of social and personal responsibility.

Grading Matrix

Instrument	Value (points or percentages)	Total
Assignments/Projects	2 assignments at 55points each	100
Weekly Quizzes	10 quizzes at 15 points each	150
2 Tests	35 points each	70
Class Participation/ Discussion	30	30
Final Exam	50	50
Total:		400

Grade Determination:

A = 400 – 351pts;

B = 350 – 301pts;

C = 300 – 251pts;

D = 250 – 200pts;

F = 199pts or below

Course Procedures

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). There will be 2 tests, and a final examination. These will be based on the quiz questions. The quizzes are based on text book data bank.

Submission of Assignments:

Assignments and projects must be handed in the due date. The due date will be announced as the project is handed out. A 10 percent deduction will be applied for each day the project /assignment is late.

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

16 Week Calendar

	Topic
Week One	Introduction
Chapter(s):	What is Geography?
Assignment	Chapter 1
	What is a place?
Week Two	Approaches in Geography
Chapter(s):	Chapter 1
Assignment	Chapter Quiz
Week Three	Weather and Climate
Chapter(s):	Chapter 2
Assignment	Chapter Quiz
Week Four	Landforms
Chapter(s):	Chapter 3
Assignment	Project
Assignment	Chapter Quiz
Week Five	Biogeochemical Cycles and the Biosphere
Chapter (s):	Chapter 4
Assignment	Chapter Quiz
	Test 1
Week Six	Population, Increase, and Migration
Chapter(s):	Chapter 5
Assignment	Chapter Quiz
Week Seven	Cultural Geography
Chapter (s):	Chapter 6
Assignment	Chapter Quiz
Week Eight	Geography of Languages and Religion
Chapter(s)	Chapter 7
Assignment	Chapter Quiz
	Project/Assignment 2
Week Nine	The Human Food Supply
Chapter(s):	Chapter 8
Assignment	Chapter Quiz
	Test 2
Week Ten	Earth Resources and Environment
Chapter(s):	Chapter 9

Assignment

Chapter Quiz

Week Eleven

Chapter(s):
Assignment

Cities and Urbanization

Chapter 10
Chapter Quiz

Week Twelve

Chapter(s):
Assignment

A World of States

Chapter 11
Chapter Quiz

Week Thirteen

Chapter (s):
Assignment

National Paths to Economic Growth

Chapter 12
Chapter Quiz

Week Fourteen

Chapter(s):
Assignment

Political Regionalization and Globalization

Chapter 13
Chapter Quiz

Week Fifteen

Course Review

End of Course Examination (See <http://www.pvamu.edu/registar>)

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class. YOU CANNOT COME TO CLASS IF YOU ARE MORE THAN FIFTEEN (15) MINUTES LATE! If you are fifteen (15) or more minutes late by the instructor's watch (which is set to CNN time), you cannot come to class that day. If you try to violate this rule, you will be expelled from class for that day. Failure to comply with these policies will mean a five-point reduction in your overall class average for each infraction.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

College of Arts and Sciences Student & Staff Aspiration Statement

The faculty and staff of the College of Arts and Sciences at PVAMU are committed to providing the best possible quality education to its students. To that end, we will work hard to prepare the students for success by setting the proper academic environment and background necessary to facilitate learning. In order for us to be successful, there are some basic expectations our students must demonstrate. These expectations are a simple ingredient to foster camaraderie and ‘esprit de corps’ in every class and classroom on campus. Additionally, these are lifelong fundamental learning skills to better prepare students for success in America’s job market.

CAS student expectations:

- *You are expected to come to class prepared and on time.*
- *Higher education is an investment in your future, to that end; you must endeavor to be properly equipped for class. (i.e. School supplies, text, and other supporting materials).*
- *Resolution of any classroom issues (i.e. Grades, course materials, etc) should begin with the instructor.*
- *If you must leave early, notify the instructor before the class begins, sit by the door, and exit quietly.*
- *Be considerate of your fellow classmates; please turn off all phones, pagers and other electronic devices.*
- *Do not talk to other students during lecture. If you have a question or a comment on the subject being discussed, address it to the instructor directly.*
- *Walk quietly through the hallways, classes in other rooms may still be in session.*
- *Please refrain from eating, drinking, sleeping in class, using profanity, and engaging in any form of horseplay in the classroom it is disruptive to your fellow classmates.*
- *Be respectful, civil, polite and considerate when dealing with you professors as well as your fellow classmates.*
- *Student attire is based on personal preference and taste. The rule of thumb is simple, if it projects a statement which is offensive to others, then maturity should dictate that it is probably not a good idea to wear in class.*
- *Enthusiasm is infectious, a smile and positive attitude will go far to motivate and charge your professors and fellow classmates.*

Scatter Graphs

Population Demographics and Economic Development

Objective

To examine the relationship between population demographic and economic levels of different countries (20)

You will create scatter plots graphs to identify and explain the observed relationship(s) between several demographic characteristics and economic level of the several countries.

You will use demographic data found on the internet address www.prb.org.

Steps

1. Navigate to www.prb.org
2. In the Topic window select Population Basic, and Region/Country in the second select one of the countries listed.
3. Record the following statistics from the table “Data by Geography (country)

Summary

Infant Mortality
Total Fertility Rate (TFR)
Population Age < 15 (%)
Population Age 65 + (%)
Life Expectancy at Birth
Birth Rate per 1000
GNI PPP Per capita
Urban Population

4. Enter data in Excel
5. Design scatter graphs between the following
 - GNI and Infant Mortality
 - GNI and Life Expectancy
 - Urban Population and Total Fertility (Urban Population on X axis)
 - GNI and Birth Rate
 - GNI and Age < 15
 - GNI and Age 65 +
 - GNI and Urban population
6. Explain the relationship found in each scatter plot graph (a paragraph for each graph)
7. Hand in the graphs and the typed explanation
GNI must be on the X axis.

Hints

Do not forget to cite your references.