

Course Outline

World Regional Geography

12345 (GEO 111)

Tuesdays and Thursdays: 11:00 – 12:15

Three Rivers Community College

Norwich, CT 06360

Instructor: Peter Patsouris

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Office Hours:

Monday and Wednesday: 1:30-2:30 p.m.

Tuesday and Thursday: 12:30 p.m.-2:30 p.m.; 6:00-6:30 p.m.

Or by appointment

Spring 2016

Course Description:

This course will introduce basic principles of geography, using the context of world regions, in order to gain an insight into relevant global issues. To study world regional geography is to study the dynamic and complex relationships between people and the world they inhabit. Students will gain knowledge of basic geographical tools and concepts needed to understand the complexity of regions and to appreciate the interconnections between their own lives and those of people in different parts of the world. Emphasis will be placed on the following topics: *Globalization and the links between the global and the local; the unevenness of political and economic development; and linking society and nature.*

Learning Goal

By the end of the course, students will gain knowledge of basic geographical tools and concepts to understand regions and the interconnections between themselves and others around the world.

Learning Objectives

Actively engage in the learning process through demonstrated success on the final project

- Employ correct research skills
- Synthesize information to demonstrate knowledge of subject matter
- Select, design and present data which demonstrates knowledge of the subject matter

Actively engage in the learning process through demonstrated success on current events assignments

- Identify topics
- Read, assess, summarize and synthesize material
- Articulate central themes

Required Texts:

Nijman, Jan; Muller, Peter O; De Blij, H.J: The World Today: Concepts and Regions in Geography 7th ed. John Wiley and Sons, Inc. 2016

Tentative Schedule:

<u>Dates</u>	<u>Class Content</u>	<u>Text book Reading and Assignments</u>
Week of January 19 th	Intro to Course; Introduction to World Regional Geography	Introduction
Week of January 26 th	Introduction to World Regional Geography; North America	Introduction; Chapter 1
Week of February 2 nd	North America; Middle America	Chapter 1; Chapter 2
Week of February 9 th	Middle America; South America	Chapter 2; Chapter 3; Current events article for North America due February 9 th
Week of February 16 th	South America; Europe	Chapter 3; Chapter 4; Current events article for Middle America due February 16 th
Week of February 23 rd	Europe	Chapter 4; Current events article for South America due February 23 rd

Week of February March 1 st	First test; Russia/Central Asia	Chapter 5; Current events article for Europe due March 1 st
Week of March 8 th	Russia/Central Asia; NASWA	Chapter 5 and 6
Week of March 15 th	NASWA; Subsaharan Africa	Chapter 6; Chapter 7; Current Events article for Russia due March 15 th
Week of March 22 nd – Note: No class – Spring Break	None	None
Week of March 29 th	Subsaharan Africa; South Asia	Chapter 7; Chapter 8; Current events for NASWA due March 29 th
Week of April 5 th	South Asia	Chapter 8; Current events article for North Africa/Southwest Asia due April 5 th
Week of April 12 th	Second Test; East Asia	Chapter 9; Current events for South Asia due April 12 th
Week of April 19 th	East Asia	Chapter 9
Week of April 26 th	Southeast Asia	Chapter 10; Current events article for East Asia due April 26 th
Week of May 3 rd	Group Projects	Current events for Southeast Asia due May 3 rd
Week of May 10 th	Third test	

Method of Evaluation:

This course will focus heavily on reading, writing, and research, and the assignments will be reflective of that.

Tests

You will be given a test after every three or four units of learned material, which will consist of multiple-choice and true/false questions as well as a longer essay. The test material will come from lectures, readings, video presentations, and class discussions. Each test will be worth 10% of your final grade, making an overall total of 30%.

Current Events Journal

Each week, you will be required to choose an article from a newspaper, magazine, or journal that is directly relevant to a region or a topic that we will be discussing in class, and write a detailed summary that will serve as a basis for class discussion. Please read a description of what I am looking for later on in the syllabus. The journals will be worth 30% of your grade.

Final Group Project

Assignment: Group Project

Assignment Due: Week 14

Percentage of your final grade: 40%

Definition of assignment: Students will research an important topic (argument or thesis) in World Regional Geography and make a 20 minute presentation.

Outcome of assignment: Students will try to prove an argument through research

Details: Each person must participate in your 20 minute presentation. Also allow time after your presentation for questions. Each participant must also submit a 1 page reflective paper that covers what roles/responsibilities each person played and how do you think the group worked together. In the presentation, cover the following topics:

1. Why did you choose this particular topic?
2. What is the thesis statement?
3. Explore the background of the topic. What are the central issues?
4. If you are arguing a certain position on the topic, are there any counterarguments?
5. What did you learn when researching this topic?

Rubric: Group Project

<p>Subject Content 35%</p>	<p>Excellent (30-35) A comprehensive grasp of the subject matter is demonstrated, including an in-depth understanding of the relevant concepts, theories, and issues related to the topic addressed.</p>	<p>Adequate (20-30) A thorough grasp of the subject matter is demonstrated.</p>	<p>Poor (0-19) Shows little to no grasp of the subject matter.</p>
<p>Reflection paper 40%</p>	<p>Excellent (32-40) Paper reflects on roles/responsibilities and shows critical thinking when discussing the group interaction. Grammar is properly used.</p>	<p>Adequate (20-32) Paper reflects on roles/responsibilities and shows some critical thinking when discussing the group interaction. Few Grammar errors.</p>	<p>Poor (0-19) Paper is not turned in or is of poor quality. Shows little critical thinking and has many grammatical errors.</p>
<p>Presentation Skills 25%</p>	<p>Excellent (21-25) Sentence structure, grammar, and diction should be excellent, with the correct use of pronunciation. Tone and eye contact is maintained.</p>	<p>Adequate (16-21) Sentence structure, grammar, and diction should be shown, with few errors in the use of pronunciation. Tone and eye contact is okay.</p>	<p>Poor (0-15) Poor structure and diction shown. Contains many pronunciation errors. Tone and eye contact is poor</p>

Grading System:

A = 94-100	C = 74-77
A- = 90-93	C- = 70-73
B+ = 88-89	D+ = 68-70
B = 84-87	D = 64-67
B- = 80-83	D- = 60-62
C+ = 78-79	F = Below 60

Paper Information

All written materials that are handed in must be typed, double-spaced and follow the writing rubric that is at the end of this syllabus. If you have any trouble with writing, I strongly advise you visit the tutoring and writing center. They are resources that you should use. Furthermore, the following web site will help answer many, if not all of your questions on writing:

http://www.trcc.commnet.edu/Div_academics/TASC/WritingCenter/WritingCenter.shtml

Late Assignments/Make-Up Exams

(Please note that none of following applies if we have made arrangements beforehand)

My policy on late assignments and make-up exams is as follows: I will accept the first late writing assignment during the same week that it is due, and give you partial credit. The second and subsequent late assignments will be given minimal credit during the same week. No credit will be given if handed in later

A first missed exam must be made up in the same week that it has been given. A second missed exam will be penalized severely.

I will not accept any final project after the due date.

Attendance:

Please look at the student handbook regarding the college's attendance policies. It goes without saying that habitual absences or lateness will negatively affect your individual contribution grade.

Having said this, I would like to give you my philosophy on attendance: You are all adults and have paid to take this class. What you choose to do with that is up to you. I will never penalize any grade directly because of attendance. Furthermore, you do not need to supply me an excuse for any classes missed. If you have a problem, personal or academic, which will require you to miss class for any length of time, please come talk to me so that we can come to an agreeable solution.

Disabilities Statement:

If you have a hidden or visible disability, which may require classroom or assignment modifications, you are obligated to come see me as soon as possible.

Academic Dishonesty:

Any form of cheating or plagiarism will be reported to the college immediately, and may result in the failure of an assignment or the course itself.

Civility in the Classroom:

The classroom is a place of learning. In this setting all ideas and opinions are to be heard and respected, even if you disagree with what is said. Anyone who upsets this environment, or who disrespects anyone in the class, will not be tolerated.

Finally, I would like to add that the best part of my job is getting to know all of you better and helping you in whatever your goals may be. I believe in and am truly committed to the mission of the community college, but I know that there is a chance that real life intrudes. If at any point during the semester you are struggling in the course or have a problem for any reason (personal, academic, etc), I encourage you to talk to me so that we can come up with a solution that works for both of us. I want to see you thrive and succeed, and any way that I can help you in doing that is worth the investment.

Current Events Assignments

Beginning with the material in chapter one of your textbook, I would like you to choose an article in a reputable newspaper, magazine, or journal (web sites are fine) that ties in directly with the issues that are covered in the course. The topic may be an issue that is universal but focused in that particular region, or is something that is very specific to that particular region.

I would like you to do the following: summarize the main points of the article; show how the article directly links to the issues discussed in class; finally, give me your opinions about the central themes raised, especially things that interested you or that you learned for the first time.

I expect that the assignment will be approximately 2-3 typewritten pages in length, and you should be ready to discuss it during class. Also, please include a copy of the article or the link to the website, so that I can compare it to what you have written.

By reputable sources, I am referring to publications that are not directed for mass consumption, but rather have reputations for high journalistic standards and/or ethics. I have included a list of unacceptable and acceptable sources that are easy to find in the Mohegan Campus library or are available in online editions. Please note that this is not an exclusive list, as there are numerous other sources that you can use. If you are unsure about a source, please write or see me and we can discuss it.

Unacceptable Sources

Any wire service reports (Associated Press, Reuters, etc) in local and regional papers

USA Today

Time

Newsweek

U.S. News and World Report

Acceptable Sources

Wall Street Journal

New York Times

The Economist

National Geographic

Atlantic Monthly

Current History

National Review

New Republic

Harper's Monthly

Sources from educational databases found through the TRCC library

In the past, students have approached this assignment in many ways. Most will just find an article for that week regardless of what the topic might be. Others will focus on a particular issue or theme (environment, women's rights, politics, etc) and use it as the common theme for every current events assignment. A bonus for the latter is that the articles can be used as research documents for the final project.