

Course Outline

World Regional Geography

Course: K111

Tuesdays and Thursdays: 9:30-10:45

Tiered Lecture Hall C101

Three Rivers Community College

Norwich, CT 06360

Instructor: John B. Haskell, Sr.

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"I know; its a qvcc not a trcc address!"

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Office Hours: In adjunct office, second floor, D-Wing after classes: 11-11:30.

Or by appointment

Spring 2013

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

Actively engage in the learning process through demonstrated success on brochures

- Locate, read and synthesize material
- Create brochure that meets purpose: tourist/business

Required Text:

- TITLE:World Regional Geography Concepts
- AUTHOR:Pulsipher
- EDITION:2nd
- COPYRIGHT YEAR:2012
- PUBLISHER:W. H. Freeman & Company
- ISBN:9781429253666

OR

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- FORMAT:CaféScribe Format
- AUTHOR:Pulsipher
- EDITION:2nd
- COPYRIGHT YEAR:2012
- PUBLISHER:MPS (Macmillan Publishers)
- ISBN:9781464119361

For updates for weather and other emergencies that would affect class:

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site. (direct link on myCommNet)

Tentative Schedule:

Dates	Class Content	Text book Reading (all) and Assignments (8)
January 24 th – First Class	Introduction to World Regional Geography Tools of Geographer - start	Start reading Chapter 1 and make a list of the nine (9) key topics used by this author.
January 29 th & 31 st NOTE: NO class Feb. 7	Tools of Geographer – cont. Chapter 1: Introduction to World Regional Geography	Chapter 1
Feb. 12 & 14	North America	Chapter 2 ; Brochure or Current Events article for North America due.
Feb. 19 & 21	Middle and South America	Chapter 3; Brochure or Current Events article for Middle and South America due.
Feb. 26 & 28	First Test Europe	Chapter 4; Brochure or Current Events article for Europe due.
March 5 & 7	Russia and the Post-Soviet States	Chapter 5; Brochure or Current Events article for Russia and Post-Soviet States due.

March 12 & 14 Spring Break , No Classes March 19 & 21	North Africa and Southwest Asia	Chapter 6; Brochure or Current Events article for North Africa and Southwest Asia due.
March 26 & 28	Second Test Sub-Saharan Africa	Chapter 7; Brochure or Current Events article for Sub-Saharan Africa due.
April 2 & 4	South Asia	Chapter 8; Brochure or Current Events article for South Asia due.
April 9 & 11	East Asia	Chapter 9; Brochure or Current Events article for East Asia due.
April 16 & 18	Third Test Southeast Asia	Chapter 10;
April 23 & 25	Southeast Asia	Chapter 10; Brochure or Current Events article for Southeast Asia due.
April 30 & May 2	Oceania	Chapter 11; Brochure or Current Events for Oceania due.
May 7 & 9 Note: Final Projects (written papers and creative projects) due.	Oceania (cont.) In-class Presentations	Chapter 11; Brochure or Current Events for Australia due.
May 14 & 16	Fourth Test In-class Presentations	

NOTE: May 21, make-up day

Method of Evaluation:

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

EVALUATION

Grades will be based on:

four tests (4 @ 100pts) [every three chapters];

four current events topic papers (4 @ 100pts),

four brochure projects (4 @ 100 pts) ,

four oral presentations (4 @ 25pts)

misc. in-class assignments (200pts)

Final grade = total points earned divided by total 1500 points possible.

Tests

You will be given a test after every three units of learned material, which will consist of multiple-choice questions and a longer essay. The test material will come from lectures, readings, video presentations, and class discussions.

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 unless we have an agreement beforehand.

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. You are all adults and have paid to take this class, so I expect you will be here and take part in class discussions. 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. Modifications allowed are those the college communicates to me.

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. You need to indicate your sources and note any quotes.

NOTE: I have used Professor Potsouris' course outline as a basis for this one as it is my first course in the Comm. College System with his permission.

Civility in the Classroom:

The college and your time in the classroom is all about learning. In this setting all ideas and opinions should be heard and and your colleagues respected, *especially if you disagree with what is said*. Focusing on the discussion and not distracting others is key in any class, especially one of over twenty!

I am here to help you become a better person and student through our time in class and by choosing objectives and directing our studies. The mission of the college is about individual growth. If at any point during the semester you are struggling in the course or have a problem (personal, academic, etc), I encourage you to talk to me so I can help you use the resources of our community.

Current Events Topics AND Brochures: A total of eight (8) items.

For **four** (4) regions, please make a double-sided brochure (see rubric) to attract either business or tourists the the second largest city in one of the nations of the region.

For **another four** (4) regions, 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. Include 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. The assignment will be approximately 1.5-2.5 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.

Students may approach 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, democratization, 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.

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.

Acceptable Sources

Wall Street Journal

New York Times

The Economist

National Geographic

Atlantic Monthly

Current History

National Review

New Republic

Harper's Monthly OR Sources from educational databases found through the TRCC library

Unacceptable Sources

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

USA Today

Time

Newsweek

U.S. News and World Report

Research Project

On May 7th(or the day you give your oral presentation, if that is your choice) you will be required to complete a research project that covers an important topic during the course. I will allow students to have a certain amount of freedom to choose how to complete the assignment and what topic they choose (even if I do not cover it in class), but here is a list of *possible* ways to fulfill the assignment:

1. A 5-10 page paper.
2. A 10-15 minute formal in-class presentation.
3. An art project with explanation.

If you have ideas about doing something different and/or unique (such as the art project), speak to me directly so that we can work something out that satisfies both of us.

The more creative and challenging the assignment is, the higher it will be graded. I ask that you hand in a topic proposal on April 16th, so that I am sure you are on the right track. Please see rubric pass-out for grading.

Paper Information

All written materials that are handed in must be typed, double-spaced and follow rubric. If you have any trouble with writing, visit the writing center: a great resource! They are resources that you should use.

Final Research Essay Rubric

	10	9	8	7	6-0
THESIS	Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.	Promising, but may be slightly unclear, or lacking insight or originality.	Unclear (contains vague terms), appears unoriginal, or offers relatively little that is new; provides little around which to structure the paper.	Difficult to identify and may blend restatement of obvious point.	Has no identifiable thesis or an utterly incompetent thesis. Shows minimal lack of effort or comprehension of the assignment.
STRUCTURE	Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.	Generally unclear, often wanders or jumps around. Few or weak transitions, and there are many paragraphs without topic sentences.	Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.	No evidence structure or organization.
USE OF EVIDENCE	Primary and secondary source information incorporated to buttress every point. Examples support thesis and fit within paragraph. Excellent integration of quoted material into sentences. Factual information is incorporated.	Examples used to support most points. Some evidence does not support point or may appear where inappropriate. Quotations are integrated well into sentences. Some factual information is incorporated.	Examples support some points. Quotations may be poorly integrated into sentences. There may not be a clear point. Moderate amount of factual information is incorporated.	Very few or weak examples and factual information. General failure to support statements, or evidence seems to support no particular point.	No attempt has been made to incorporate factual information or interpret primary and secondary sources.
LOGIC AND ARGUMENTATION	All ideas flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections which illuminate thesis	Argument is clear and usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to evidence are made.	Logic may often fail, or the argument may often be unclear. May not address counter-arguments or make any connections with the thesis. May also contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic, and there is no effort to grasp possible alternative views. Very little or very weak attempt to relate evidence to argument.	Too incoherent to determine.
MECHANICS	Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; correct citation of sources; minimal to no spelling errors; absolutely no run-on sentences or comma splices.	Sentence structure and grammar strong despite occasional lapses; punctuation and citation style often used correctly. Some spelling errors and at least one run-on sentence, sentence fragment, or comma splice.	Minor problems in sentence structure and grammar. Multiple errors in punctuation, citation style, and spelling. May have several (two to five) run-on sentences, sentence fragments, and comma splices.	Huge problems in sentence structure and grammar. Frequent major errors in citation style, punctuation, and spelling. May have many (more than five) run-on sentences, sentence fragments, and comma splices.	Very difficult to understand owing to major problems in mechanics.

* This rubric is taken from users.ju.edu/jhingso/historygradingrubric.htm

Brochure

Name: _____

Country: _____/City: _____

For one of the nations in the region, your job is to get people to plan a holiday or move a business to the second largest city in one of the nations in the region. You need to make an advertising brochure at least 8.5" X 11", triple or half-fold.

Please attach this sheet as this is the score sheet (FCA's) for the brochure or poster, which is **due the week we discuss the region**. The oral report may be done on tape or in person using note cards if you wish.

Focused Correctional Areas:

_____ (10) - Looks and reads like a brochure to attract tourists or businesses; both sides of paper used.

_____ (15) - Includes a map of the nation: with the features of the map, the bordering nations, major waterways & cities.

_____ (6) - Location: give the exact location of the city.

_____ (15) - Travel Information: climate, infrastructure/transport

_____ (15) - Explanation with three (3) reasons to holiday, or invest in this city..

_____ (4) - Government - please tell the current type of government and who is the leader.

_____ (10) - Major Exports, businesses, resources

_____ (15) - Attach a *separate* typed bibliography showing where you found your information. Your textbook may be used as one of the five sources in the correct format.

_____ (10) - Professional, this should be a finished product, so it should be perfect in regards to spelling, punctuation, etc. by the time the teacher corrects it. Have someone else check it for you; better yet, partner with someone to check each others work.

_____ / (100) **Total**

Comments: