EAPS 12000: Introduction to Geography, Online

This course is approved to meet Purdue’s Foundational Learning Outcome: “Science Technology and Society”

This is a Sample Syllabus, not the final syllabus for the semester you take the course

INSTRUCTOR: Jon Harbor
EMAIL: jharbor@purdue.edu

COURSE DESCRIPTION:
Geography is an exciting, relevant and broad discipline linking subjects such as Political Science, Economics, Sociology, and Physical and Environmental Sciences. While knowledge of countries and capitals is an important component of “geographic common sense”, much as knowing your letters helps you read, Geography is so much more than this!

Introduction to Geography is an online course designed to enhance your spatial thinking skills, geographic literacy, and to help you understand the relevance of geographic concepts and how they relate to our changing world. Geography plays an important role in our everyday lives, because we are constantly using geographic concepts and tools to interpret and process information (e.g. Google Earth, digital maps, GPS) and to help us make decisions. Yet few people know what modern geography is really about. This course will provide you with an overview of the major themes of geography, which will heighten your awareness of global issues and provide you with tools to understand how the world around you changes at local, regional, and global scales.

By the end of the course you will be able to approach a problem using the tools and perspectives of a geographer. And you’ll know a lot more about the world around you, including some new countries and capitals.

COURSE GOALS:
1) Identify and apply basic principles of earth system processes, people and places, and the distribution of resources, to explain how these factors shape the world, as we know it.
2) Develop your ability to think spatially and understand changing interconnections between people, places, and environment.
3) Identify the relevance of geographic concepts to addressing key issues for people and society.

LEARNING OBJECTIVES:
By the end of this course, students will:
1) Be able to interpret geographic data and identify and understand spatial relationships linking humans and the environment.
2) Be able to use geographic tools introduced in the course (e.g. Google Earth, MapMaster).
3) Understand how and why people organize themselves and move as a function of economic, social, historical and cultural forces.
4) Understand how weather and climate are linked to natural and human induced climate change, and links between the atmosphere and biosphere through water and nutrient cycles.
5) Understand how processes within and on the Earth are reflected in the landscape and how erosion, transport and deposition re-shape landscapes.
6) Understand the resource concept and be able to make connections between distribution of resources and balancing competing interests.
Required Text:

Either (eText (no physical book) and access to required online resource)
Modified MasteringGeography with Pearson eText for Rubenstein: Introduction to Contemporary Geography. Please purchase access to Modified MasteringGeography with the Pearson eText through the course blackboard site (click on the link that says E-text in the course menu). This option is strongly recommended by the instructor.

Or (hard copy of text book and access to required online resource):
Rubenstein: Introduction to Contemporary Geography Plus Modified MasteringGeography with Pearson eText Access. ISBN: 9780133975444. You can buy a hard copy of the textbook through a campus bookstore or using standard online bookstores. A new book comes with a code that you enter in blackboard when you first enter MasteringGeography to do assignments and quizzes. If you buy a used text book or one without a code, then you also need to purchase access to Modified MasteringGeography through the course blackboard site (click on the link that says E-text in the course menu, and then select the option to purchase access to MasteringGeography without eText).

Philosophy and Expectations:
Although this is an online course, we have structured the course to facilitate interaction in addition to the work you do on your own. We believe that learning and critical thinking skills are enhanced by interactions among students as they explore and discuss science and social science themes in an online environment. Contributions to group discussions and participation peer review count towards your final grade.

Structure and Time:
The course material is structured to guide you through the major themes of geography: Thinking Geographically, People / Place, Earth’s Physical Processes, and Natural Resources. This course is student-centered --- you are responsible for managing your time and keeping up with the course material. Traditional textbook type material will be combined with activities, videos, webpages, Google Earth, and MasteringGeography to create a “minds-on” active learning experience. This course does not involve watching lectures by a professor, which means the time for lectures has been replaced by time for activities. This is a 3-credit course completed in just 7 weeks, so you should expect to spend up to 15 hours per week working on this course.

You should carefully read each textbook chapter that is assigned, including the review section at the end of each chapter, and complete the “chapter reading assignments” that are assigned in MasteringGeography for each chapter (these are things like watching videos, mapping activities and Google Earth tasks connected to each chapter, and should be two to three hours of work per chapter). These “reading assignments” are graded, require you to use both the textbook and other online resources, and build the knowledge and skills you will need to be successful for the other graded components of the course. You do not have to complete a reading assignment all in one work session – you can complete and submit some questions, and then go back another time and complete other questions as long as it is completed before the deadline. There is also a quiz for each chapter and there will be an additional assignment for some course themes. The chapter reading assignments and the chapter quizzes together account for the majority of your grade in this course. Most weeks you will also complete a Geography in the News assignment and an activity in our online forum discussions. There are also projects in the course in which you apply the tools and theory that you have learned in the chapters. As you can tell, this is a course that is all about you doing things, and not about sitting back and listening to lectures!
**COMMUNICATION:**
Please note: All email correspondence for the course will be sent to your Purdue University email accounts via Blackboard! You are expected to read your @purdue.edu email on a frequent basis. If you are unfamiliar with using blackboard there is an Introductory Tutorial on the welcome page of the course Blackboard site. On the welcome page you will also find directions for tutorials for using Google Earth, Google Maps and the Mastering Geography Study Area, including MapMaster. You will also find a tutorial on how to use Gradient, which is a peer review tool that you will be using a lot. It’s up to you to learn how to use these important tools!

**Course Plan:**

<table>
<thead>
<tr>
<th>Course Week</th>
<th>Theme</th>
<th>Chapter</th>
<th>Quizzes and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thinking geographically, Learning to use course tools</td>
<td>1</td>
<td>Chapter 1, reading assignments and quiz</td>
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<tr>
<td></td>
<td></td>
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<td>Getting Started - Course Tools</td>
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<td></td>
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<td>Discussion Forum</td>
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<tr>
<td>2</td>
<td>Earth physical processes: Climate, Weather and Climate Change</td>
<td>2</td>
<td>Chapter 2, reading assignments and quiz</td>
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<td></td>
<td>Geography in the News</td>
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<td></td>
<td>Discussion Forum</td>
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<tr>
<td>3</td>
<td>Earth physical processes: Landforms</td>
<td>3</td>
<td>Chapter 3, reading assignments and quiz</td>
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<td></td>
<td>Geography in the News</td>
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<td>Course feedback survey</td>
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<td>Discussion Forum</td>
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<tr>
<td>4</td>
<td>People and Place: Population and Migration</td>
<td>5, 6</td>
<td>Chapter 5 and 6, reading assignments and quizzes</td>
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<td></td>
<td>Extra Credit Assignment (migration)</td>
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<td>Geography in the News</td>
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<td></td>
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<td></td>
<td>Discussion Forum</td>
</tr>
<tr>
<td>5</td>
<td>Natural Resources</td>
<td>14</td>
<td>Chapter 14, reading assignments and quiz</td>
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<td>Geography in the News</td>
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<td></td>
<td>Extra Credit Assignment (food mapping)</td>
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<td></td>
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<td></td>
<td>Discussion Forum</td>
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<tr>
<td>6</td>
<td>Earth physical processes: Biosphere</td>
<td>4</td>
<td>Chapter 4, reading assignments and quiz</td>
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<td>Geography in the News</td>
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<td>Assignment (careers in geography)</td>
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<td>Discussion Forum</td>
</tr>
<tr>
<td>7</td>
<td>People and Place (Specialization Theme)</td>
<td>See notes below</td>
<td>Specialization chapters, reading assignments and quizzes</td>
</tr>
</tbody>
</table>

This course plan is subject to change by the instructor as needed. Any updates will be posted on the course blackboard site.

**Specialization:** Geography is a broad topic we want you to decide which one additional theme is interesting and important to you. **For the last week of the course you must read two chapters in one theme that you choose from the list of themes on the next page, and complete the quizzes for these two chapters.** You must do two chapters from one theme (do not choose chapters from
different themes). You should not do more than one theme – if you do, then only your best theme will count.

Specialization Themes

<table>
<thead>
<tr>
<th>Humanities (do both chapters)</th>
<th>Development &amp; Globalization (do both chapters)</th>
<th>Urbanization and Settlement Patterns (do both chapters)</th>
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</thead>
<tbody>
<tr>
<td>7: Languages and Religion</td>
<td>9: Development</td>
<td>12: Services &amp; Settlements</td>
</tr>
<tr>
<td>8: Political Geography</td>
<td>11: Industry</td>
<td>13: Urban Patterns</td>
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**KEEPING UP; GET STARTED WELL BEFORE DEADLINES:**
You are responsible for keeping up with the course. Some of the parts of the course can be done ahead if you like – such as reading chapters, doing the chapter assignments, and taking the quizzes. Other parts of the course have to be done at certain times, so pay attention to due dates on the course calendar and arrange your schedule to get things done ahead of the deadlines. If you work at a fairly typical pace, you should easily be able to accomplish everything on time if you spend 15 hours a week working on this course. If geography comes easily to you, then you might not need to spend as much time on it. If this is all new to you, and it takes you a while to learn new online tools, you should spend more time on this course, especially in the first two weeks when you are learning new tools. When students do poorly in this course it is usually because of poor time management, such as trying to start on quizzes or assignments right before the deadline or missing deadlines. All of the assignments in this course are given out many days before they are due – get them done well ahead of the deadline so that you can get any questions or problems addressed in good time and don’t end up rushing to complete the work.

**QUIZZES, ASSIGNMENTS, AND ALL THE THINGS YOU NEED TO DO:**
The blackboard menu includes a link to a document that has all of the deadlines for all of the things that you have to do in this course. Please print this out and use it as your guide for what to get done.

*Chapter reading assignments (open book)*
Each theme has one or two chapters in the textbook. You should read the textbook material first and then complete the chapter reading assignment tasks that go along with each chapter (you can find these tasks through the “Quizzes and Reading Assignments” menu item in Blackboard). These tasks go beyond the textbook, and may require you to search for information on the Internet. They include watching videos, answering questions, and working with google earth. There are about two to three hours of tasks for each chapter – your scores on these tasks count towards your course grade, and these tasks help reinforce and broaden your understanding of what you just read in the chapter so that you can do well in the quizzes. Note that you are allowed to try several answers on some types of reading assignment questions, and in some cases there are hints, but you get only partial credit for a question if you select incorrect answers or use hints before you select the correct answer. So simply “guessing” until you get the right answer will not get you a passing grade!

*Chapter quizzes (open book)*
For each chapter you will be assessed with multiple choice quizzes. These are intended to make sure you have understood the chapter contents. You may take up to 5 quizzes for a chapter (the questions do change in the quizzes), and only your highest single quiz score counts for each chapter. So if you are not happy with your grade on the first quiz attempt, you can keep taking the quizzes up to 5 times to get a better grade. You do not have to take all of the quizzes for a chapter – stop when you
have a grade you are happy with. The quizzes are “open book” which means that it is ok for you to look at the textbook as you take a quiz. All core and specialization chapter quizzes will be available from the beginning of the course on MasteringGeography/Purdue Blackboard, so you can work through them at your own pace. In order to make sure that you keep up we have deadlines each week for completing reading assignments and quizzes (look at the list of deadlines to see when these are due). If you have technical difficulties with the MasteringGeography interface, please contact the instructor at least 24 hours before a deadline.

Please note – MasteringGeography scores are synchronized with Blackboard every few hours. If synchronization occurs while you are in the middle of a quiz or assignment, Blackboard will show your partial score until the next time there is a synchronization. If Blackboard has the wrong grade for a MasteringGeography item, please wait until the next day and check again before contacting the instructor!

Group discussions
Every week we will post two discussion prompts focused on that week’s course theme. You are required to post an original response to one discussion prompt, and then post a comment that is a reply to the post another student put up in the other discussion prompt. Discussions are graded as follows:

- **Advanced responses**: consist of a paragraph (at least five sentences) and demonstrate critical thinking that links different themes and arguments together
- **Competent responses**: consist of a paragraph (at least five sentences) and demonstrate critical thinking with one major point or theme.
- **To get a grade you must complete at least two posts per week**: the first is a comment you make on one discussion prompt, and the second must be a reply to something another student posted on the other discussion prompt.

The instructor monitors the discussions and sometimes take part in the discussions. We all know that Internet forums can be harsh environments with a lot people feeling they can be rude because they are hidden behind a screen. Responses of this nature are not acceptable. Responses should be informative, polite, and well intentioned when you communicate with your Instructor and fellow classmates. Remember, we grade you based on the overall quality of your responses – read them through and check spelling and grammar before posting. The instructor will randomly pick three weeks of your comments and replies to grade during the course, so they all have to be good! It is very important that your responses are at least 5 sentences! Since this is a prerequisite in the grading rubric.

**Geography in the News**
From the second to the sixth week of the course we ask you take a specific subject you enjoyed learning about in the textbook and search the internet for current news related to that topic (news story published within one month before the assignment is due). Then you write a one-paragraph summary of the news item (in your own words, not cut and paste from the web site). Your news summary has to be about something that happened on a different continent each time, and so your set of summaries of things that happened on five different continents. You will submit each news summary as text on “Gradient”. This assignment will help you link what you are learning about in the course to real-life events in all parts of the world. By reading other students’ reports in Gradient you will learn a lot about what is going on around the world.
What is Gradient?  Gradient is a system for submission and peer review of assignments, and is designed to help you improve your writing skills as well as learn course content. Most written material in this course will be submitted through gradient, and you will practice using this tool during the getting started segment of the course. There is a short video introducing gradient that can be found in the syllabus section of the course Blackboard site.

Assignments
Assignments in this course vary in layout and design. Some may be traditional problem-solving exercises, some may be more reflective, while others might ask you to research a topic. There will be one required assignment and two extra credit assignments, and they will appear on Gradient and each will come with it’s own unique set of instructions (Read these carefully). You will take part in assessing your assignment and other students’ assignments using “Gradient”. All written work should use the APA style, including for citing references, and a good guide for this can be found at https://owl.english.purdue.edu/owl/resource/560/01/.

Grading: Assessment and Evaluation
This course uses an unconventional approach to grading, so pay attention! For each element of this course that is graded, we will be determining whether you have demonstrated that you are “advanced” (AD), “competent” (CP), or “not yet competent (NC)” in the outcomes being assessed. For example, when you take a quiz or complete a chapter reading assignment you must get at least 70% to show that you are competent in your knowledge of the content, and at least 90% to be advanced. For each element of the course that is graded we will tell you what is required to demonstrate that you are competent or advanced in achieving the intended outcomes. In determining your final grade, we only use the “advanced”, “competent”, or “not yet competent” levels you achieved on each assignment (not the specific percentages or numbers).

Graded elements include 1 syllabus quiz, 1 course tools assignment, 9 chapter quizzes, 9 chapter reading assignments, 5 Geography in the News assignments, 3 graded discussions, 1 required assignment, and 1 end of course evaluation, so that makes a total of 30 graded elements. There are also 2 extra credit assignments – your grades on these assignments can be used to replace lower grades on other graded elements of the course. The Introduction to Mastering Geography unit is not included in your final grade but is required as it gives you a chance to get up to speed with key information and tools before you use these in graded work.

Your final grade will be based on how often you demonstrate competent or advanced outcomes for each graded element of the course:
A  you completed at least 90% of the graded elements at the competent level or above, and you achieved an advanced level on at least 70% of all graded elements.
B  you completed at least 80% of the graded elements at the competent level or above, and you achieved an advanced level on at least 50% of all graded elements
C  you completed at least 70% of the graded elements at the competent level or above.
D  you completed at least 60% of the graded elements at the competent level or above.
F  you did not complete at least 60% of the graded elements at the competent level or above.

Plus or minus grades are not used in this course. There is a handy grade tracking table for you to use at the end of the document that provides you with all of the course assignments and deadlines.
**MISSED OR LATE WORK**
Late work will automatically receive a grade of L (late) which will count the same as NC “not yet competent” in computing your final grade. Missed work will show up as a blank score in the gradebook, and this will be treated as NC “not yet competent” in computing your final grade. It is your responsibility to make sure your work is completed and submitted on time. This includes making sure that you have access to a reliable computer and internet connection in time to submit your work ahead of any deadlines.

**ACADEMIC DISHONESTY:** Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal crib, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

**GRIEF ABSENCE POLICY:** Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student’s family. If you face this situation, please contact the instructor as soon as possible at jharbor@purdue.edu

**NONDISCRIMINATION:** Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit www.purdue.edu/report-hate to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.

**STUDENTS WITH DISABILITIES:** Purdue University responds to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue
University. If you have a disability that requires special academic accommodation for this course, please contact the instructor within the first 3 days of the course to discuss any adjustments. It is important that we talk about this at the very beginning of the semester. It is the student's responsibility to notify the Disability Resource Center (http://www.purdue.edu/drc) of an impairment/condition that may require accommodations. The publisher of the textbook, e-Text and MasteringGeography provides information on their accessibility support at http://247pearsoned.custhelp.com/app/answers/detail/a_id/8658/kw/8658

**EMERGENCIES AND DISRUPTIONS:** In the event of a major emergency or other circumstances beyond the instructor’s control that disrupts the online course, the instructor may revise the course requirements, deadlines and grading scheme. Any changes to this course will be posted on the course blackboard site.