

Purpose: It is the intention of this Administrative Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title:	World Regional Geography
Course Prefix & Number:	GEOG 1303
Division & Department:	Social & Behavioral Science: History & Geography

Course Type	
<input type="checkbox"/>	Academic General Education Course (from ACGM, but not WCJC Core)
<input checked="" type="checkbox"/>	Academic WCJC Core Course
<input type="checkbox"/>	WECM Course
<input type="checkbox"/>	This course is a Special Topics or Unique Needs Course.

Semester Credit Hours (SCH): Lecture Hours: Lab/Other Hours 3 : 3 : 0

Equated Pay Hours: 3

Catalog Course Description:

This course is an introduction to the world's major regions seen through their defining physical, social, cultural, political, and economic features. These regions are examined in terms of their physical and human characteristics and their interactions. The course emphasizes relations among regions on issues such as trade, economic development, conflict, and the role of regions in the globalization process.

Pre-Requisites:

TSI satisfied in Reading and Writing

Co-Requisites:

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (List)

Signature		Date
Prepared by:	Kenneth Grubb <small>Digitally signed by Kenneth Grubb DN: cn=Kenneth Grubb, o=WCJC, ou, email=grubbk@wcjc.edu, c=US Date: 2018.05.14 20:14:23 -05'00'</small>	5-14-2018
Department Head:	Kenneth Grubb <small>Digitally signed by Kenneth Grubb DN: cn=Kenneth Grubb, o=WCJC, ou, email=grubbk@wcjc.edu, c=US Date: 2018.05.14 20:14:38 -05'00'</small>	5-14-2018
Division Chair:	Amanda Shelton <small>Digitally signed by Amanda Shelton Date: 2018.10.08 12:18:26 -05'00'</small>	10-08-2018
Dean/VPI:		
Approved by CIR:		

Administrative Master Syllabus

I. Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical, or other non-lecture instruction).

The instructor will organize the course in such a manner as to survey the major cultural realms of the world, which are listed below. For each realm, the instructor will follow a systematic approach to the coverage and discussion of the physical features of the realm to include the agricultural and industrial base, the urban and rural dimension, transportation and communication, the climate, and other important features that may be unique to a realm. In addition to these basic dimensions of a realm, the unique cultural features of a realm will be introduced and discussed. The cultural realms of the world and various topics associated with each of them are listed below. The instructor may vary in order in which they are introduced and studied:

- Australia and New Zealand: A transplanted European culture in an Asian setting. The Aboriginals of Australia
- Sub-Sahara Africa: The four regions of this realm to include West Africa, East Africa, Equatorial Africa, and Southern Africa and the principal countries of each. Disease as a factor in the life of the people of this realm. Economic development challenges of the countries, racial tensions that affect the realm, and traditional lifestyles in contrast to modern modes of life.
- North Africa and Southwest Asia: The World of Islam, the Dry World, and the World of Arab culture. Human interactions with desert lands. Oil riches and oil depletion. The strategic location to world trade of the Suez Canal and the Persian Gulf.
- India and its Perimeter (Bangladesh, Sri Lanka, and Pakistan): The Hindu world and Muslim world. Population pressures facing the world's largest democracy in India. Urban problems in a rural nation. Centripetal and centrifugal forces
- China: The impact of Confucius on ancient and modern China. Communist accomplishments. Mandarin and Cantonese culture
- Southeast Asia: The mainland countries and island countries. The strategic location of this realm in world trade. The Malaysian people. The problems of political insurgency.
- Latin America: Its different regions to include Mexico and Central America, the Caribbean, and South America. The non-Latin cultures of the realm. The Tropical Rainforest. The land and the people of Mexico to Tierra del Fuego.
- Anglo-America: The United States of America and Canada. The French in Canada as an exception to the Anglo culture. Problems of advanced, industrial nations. The megalopolis. The declining resource base.
- Europe: The centripetal and centrifugal forces of Europe. The resource base of Europe. Europe as an industrial realm. The spread of European culture to other parts of the world.
- Russia: The end of the USSR and emergence of new political entities. Russia's great disturbances and the many and varied peoples and cultures of this vast realm. Its resource base and environmental pollution. Russia's culture to include art, dance, literature and music.
- Japan: The ethnocentrism of the Japanese people. The treatment of minorities. The problem's of Japan's future. Japan as an industrial nation with a poor resource base. Earthquakes in Japan.
- Oceania: The peoples and cultures of the Pacific Ocean islands.

It is within the prerogative of the instructor to cover additional topics.

II. Course Learning Outcomes

Learning Outcomes: Upon successful completion of this course, students will:	Methods of Assessment:
<p>Upon successful completion of this course, students will:</p> <p>1.) Define and explain the geographic concept of "region."</p> <p>2.) Locate significant geographic features of regions of the world and describe their cultural, economic, political, and physical characteristics.</p> <p>3.) Demonstrate knowledge of each region's role in a globalizing world.</p> <p>4.) Apply geographic concepts to understanding current events, conflicts, and issues in a regional context.</p>	<p>1.) Unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, or journal projects that emphasize analysis.</p> <p>2.) Exit Examination and map identifications on unit examinations.</p> <p>3.) Unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, or journal projects that emphasize analysis.</p> <p>4.) Measured by exams and/or projects which may include book reviews, research papers, oral presentations, or journal projects that emphasize current Geo-political/Geo-social dynamics.</p>

III. Required text(s), optional text(s) and/or materials to be supplied by the student:

Fundamentals of World Regional Geography (4th edition) by Joseph J. Hobbs, Cengage Learning Publishing 2016 (ISBN: 9781305578265) – Access code required at instructor discretion

Individual titles selected by the instructor available in library collection. Primary documents may be distributed to students, made available from instructor web site, or placed on reserve in the library.

IV. Suggested course maximum: 35

V. List any specific or physical requirements beyond a typical classroom required to teach the course.

Instructors must have access to maps in classrooms. Online course requires appropriate technology.

VI. Course Requirements/Grading System—Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Instructors may also use a point system to determine final scores as long as this point system is clearly outlined in the instructor's syllabus.

Writing Project(s) – 25-50%
(may include research papers, exam essays, book/film reviews, and/or response papers)
Exams – 25-75%
(may include quizzes, unit exams, exam essays, and/or oral presentation)
Participation – 0-50%
(may include daily assignments, projects, attendance, and/or class participation)
Final Exam – 10-25 %

Professors will use a combination of the above totaling 100% and enumerate the exact breakdown on the student syllabus.

Instructors may use the narrative/lecture method of instruction to impart factual information and to suggest to students the different interpretations of United States history. The narrative method is also useful for setting the stage for class discussions.

Class discussion between students and instructors is encouraged for the purpose of developing in students the ability to speak before others about historical events. Class discussions should arise from the readings that students complete and from points of interest and the interpretation of facts that emerge in class, especially those relevant to students.

Students will be required to complete written work or to prepare oral presentations to further elaborate or explain what has been presented and discussed by the instructor. These requirements are designed to challenge the student to analyze and critique the material presented. The written work may be in the form of essay test topics, book reviews, reports on articles in scholarly journals, or other written assignments as assigned by the instructor. Oral presentations may be designed as debates, informative overviews, or persuasive monologues.

Minimum requirements include the following:

1.) Attend class in accordance with college policy and as stipulated by the instructor.

2.) Complete appropriate reading assignments made by the instructor

The grading scale used for all tests, papers, and projects will be as follows:

90% to 100% = A

80% to 89% = B

70% to 79% = C

60% to 69% = D

Below 59% = F

VII. Curriculum Checklist

Academic General Education Course (from ACGM-but not in WCJC core)

- No additional documentation needed.

Academic WCJC Core Course. Attach the Core Curriculum Review Forms.

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

WECM Course

- If needed, revise the Program SCANS Matrix and Competencies Checklist.



Wharton County Junior College

Core Curriculum Review Form

Foundational Component Area: Social & Behavioral Sciences Course Prefix & Suffix: GEOG 1303

Core Objective: Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Define and explain the geographic concept of "region."	Learning activities include: lectures, textbook readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the students understanding of geography and culture.	Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Demonstrate knowledge of each region's role in a globalizing world.	Learning activities include: lectures, textbook readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the students understanding of geography and culture.	Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Apply geographic concepts to understanding current events, conflicts, and issues in a regional context.	Learning activities include: lectures, textbook readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the students understanding of geography and culture.	Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.

Department Head: Ken Grass

WCJC Core Curriculum Review Form-Social & Behavioral Sciences (April 2013)

(Modified from Collin College)

Date: 1/25/2019



Wharton County Junior College

Core Curriculum Review Form

Foundational Component Area: _____

Social & Behavioral Sciences

Course Prefix & Suffix: _____

GEOG 1303

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	The SLO is: Insert SLO (from Administrative Master Syllabi) below Define and explain the geographic concept of "region."	Provide a brief name and description of the sample learning activity: Learning activities include: lectures, textbook readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the students understanding of geography and culture.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective: Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises. Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Demonstrate knowledge of each region's role in a globalizing world.	Learning activities include: lectures, textbook readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the students understanding of geography and culture.	Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.

Department Head: _____

Ken Gross

WCJC Core Curriculum Review Form-Social & Behavioral Sciences (April 2013)

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Wharton County Junior College

Core Curriculum Review Form

Foundational Component Area: _____

Social & Behavioral Sciences

Course Prefix & Suffix: _____

GEOG 1303

Core Objective: **Empirical and Quantitative Skills**—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is: <ul style="list-style-type: none"> <input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated 	Insert SLO (from Administrative Master Syllabi) below Locate significant geographic features of regions of the world and describe their cultural, economic, political, and physical characteristics.	Provide a brief name and description of the sample learning activity: Learning activities include: lectures, textbook readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the students understanding of geography and culture.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective: Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.
<ul style="list-style-type: none"> <input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated 			

Department Head: *Ken Goyette*

WCJC Core Curriculum Review Form-Social & Behavioral Sciences (April 2013)

(Modified from Collin College)

Date: 1/25/2019



Wharton County Junior College

Core Curriculum Review Form

Foundational Component Area: Social & Behavioral Sciences Course Prefix & Suffix: GEOG 1303

Core Objective: **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input checked="" type="checkbox"/> State Mandated	Demonstrate knowledge of each region's role in a globalizing world.	Learning activities include: lectures, textbook readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the students understanding of geography and culture.	Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Apply geographic concepts to understanding current events, conflicts, and issues in a regional context.	Learning activities include: lectures, textbook readings, in-class/online discussions and activities, presentations, writing assignments, and/or readings as assigned by the instructor which enhance the students understanding of geography and culture.	Assessed by unit examinations, post-test, and written/oral projects as assigned by instructor. These assignments may include book reviews, research papers, journal projects that emphasize analysis and/or map identification exercises.

Department Head: Ken Gross
 WJC Core Curriculum Review Form-Social & Behavioral Sciences (April 2013)
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