GEOG 101 Introduction to Geography
3 credits
South Dakota State University
Fall 2013
Internet

Instructor:
Dr. Karl J. Schmidt
Office Hours: Contact me via e-mail
E-mail: Via D2L mail
   The best way to use D2L email in a class is to:
   Be in the course
   Click on Classlist
   Check the box in front of the person you want to send a note to
   Click on the email icon
   Type note

Course Description:
The course presents a broad, introductory overview of geographic concepts, themes, and elements designed to help students better understand and analyze the world from a geographic perspective. It provides a background to Earth’s physical and human elements and systems. It also emphasizes the unique quality of world regions, and the spatial interaction of people, elements, and regions, as well as major global and regional problems and prospects. Note: Course meets SGR #3.

Course Pre-requisites:
None.

Technology Skills:
This course requires basic word-processing and Internet skills.

Description of Instructional Methods:
Course is offered exclusively on-line, using D2L. Students are required to read and master an assigned textbook, and will be asked to engage in on-line discussions with classmates. Some short PowerPoints and YouTube videos will also be made available for student viewing. I encourage vigorous discussion, and will ask many questions of you.

Textbooks:

NOTE ON READING AND THE OTHER WORK OF THIS COURSE: Part of the college experience involves reading. This is particularly true of distance/on-line education. You will be expected to read the assigned readings thoroughly. I will expect you to master the material at hand.

Course Requirements:

Readings Quizzes (300 points—50 points each): Students will be expected to read and master the assigned textbook. Six (6) on-line quizzes will be given through D2L.

<table>
<thead>
<tr>
<th>Quiz Dates:</th>
<th>Quiz 1</th>
<th>8 am, Friday, Sept. 13 – 8 pm, Sat., Sept. 14</th>
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<tbody>
<tr>
<td>Quiz 2</td>
<td>8 am, Friday, Sept. Oct. 4 – 8 pm, Sat., Oct. 5</td>
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<td>Quiz 3</td>
<td>8 am, Friday, Oct. 25 – 8 pm, Sat., Oct. 26</td>
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<td>Quiz 4</td>
<td>8 am, Friday, Nov. 15 – 8 pm, Sat., Nov. 16</td>
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<td>Quiz 5</td>
<td>8 am, Friday, Dec. 6 – 8 pm, Sat., Dec. 7</td>
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<td>Quiz 6</td>
<td>8 am, Thursday, Dec. 12 – 8 pm, Fri., Wed., Dec. 18</td>
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NOTE: You will have 75 minutes to complete each quiz once you start taking it on D2L. Please pace yourself accordingly.

Participation/Discussion (100 points): On-line discussions will be held twice weekly during the course, based on the readings. Participation is mandatory; a lack thereof on your part will result in reduced grades. Your cooperation in this endeavor will be strongly appreciated (and even rewarded!). Students are expected to log on and participate at least twice per week.

I will evaluate the overall quality of your participation at the end of the semester and will assign a grade accordingly. Quality participation is defined as follows: responding to questions I ask in a thoughtful way; active participation in group class discussions (not reading the assigned material for the discussion prevents you from being an active participant); and feedback provided on the Goode’s World Atlas questions.

☐ Logging in minimum of 2x per week and reading ALL discussion comments by classmates = 20 points

☐ Active participation in the discussions (responding to questions, asking questions, making ‘substantive posts’ [defined below]) and responses to the Goode’s World Atlas questions (in Content) = 75 points

☐ Completing the online course evaluation by the end of the course deadline = 5 points. Students who complete the evaluation will receive the full 5 points. Students who do not complete the online evaluation will lose 5 points.

☐ NOTE: Students do not need to answer all of the questions in each discussion block, but must participate in each of the numeric discussion blocks each week.
☐ Students will need to introduce themselves to their on-line classmates at the beginning of the course, so that we can all get to know each other better. I will introduce myself, too. I will be interacting with you weekly through the discussion board, responding to follow-up questions you may pose to the group, as well as posing additional questions as appropriate.

☐ Students are expected to provide ‘substantive’ posts on the weekly discussion board. A ‘substantive’ post is defined as follows:

a. Addresses the question posed by the faculty member
b. Adds insight into the topic being discussed
c. Can challenge a classmate’s post, but must do so in a respectful way
d. Injects new material into the discussion beyond the textbook readings

Posts that consist mostly or entirely of praise for another classmate’s post or simple, one-line responses, such as ‘Good job!’ or ‘I agree with your ideas!’ do not count as ‘substantive’ posts.

**Student Learning Outcomes:**

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<tr>
<th>Student Learning Outcome (SLO)</th>
<th>Assessment Tools to Help You Meet Each Student Learning Outcome</th>
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<tbody>
<tr>
<td>1. Identify and explain basic concepts, terminology and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts;</td>
<td>Questions on tests/quizzes assess students’ knowledge of geography as an academic discipline and method of inquiry. Weekly discussions based on a series of posted questions help students demonstrate understanding of that knowledge through substantive on-line discussion. T = tests/exams; D = group discussion</td>
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<tr>
<td>2. Apply selected social science concepts and theories to contemporary issues;</td>
<td>Weekly student-driven discussions based on questions posted in advance give students opportunities to apply their knowledge of basic geographic theories and concepts to current issues. Written assignments, based on questions related to topical maps in a world atlas, also give students opportunities to apply geographic concepts and theories to current issues. D = group discussion; W = Written assignment</td>
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<tr>
<td>3. Identify and explain the social or aesthetic values of different cultures;</td>
<td>Questions on tests/quizzes assess students’ knowledge of various world cultures and their often distinct social and aesthetic values. Weekly discussions based on a series of posted questions also help students demonstrate understanding of that knowledge through substantive on-line discussion. T = tests/exams; D = group discussion</td>
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<td>4. The origin and evolution of human institutions;</td>
<td>Questions on tests/quizzes assess students’ knowledge of various human institutions, including their origin and evolution. Weekly discussions based on a series of posted questions also help students demonstrate understanding of that knowledge through substantive on-line discussion. T = tests/exams; D = group discussion</td>
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<td>5. The allocation of human or natural resources within societies;</td>
<td>Questions on tests/quizzes assess students’ knowledge of how human and natural resources and how they are applied within different societies. Weekly discussions based on a series of posted questions also help students demonstrate understanding of that knowledge through substantive on-line discussion. T = tests/exams; D = group discussion</td>
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6. The impact of diverse philosophical, ethical or religious views.

Questions on tests/quizzes assess students’ knowledge of the diversity of philosophical, ethical and religious views. Weekly discussions based on a series of posted questions also help students demonstrate understanding of that knowledge through substantive on-line discussion.

T = tests/exams; D = group discussion

Course Grades:

Grades for the course will be assigned based on the possible total of 400 points for the readings quizzes and participation and discussion and will be based on these standards: A = 90-100% (360-400 points); B = 80-89% (320-359 points); C = 70-79% (280-319 points); D = 60-69% (240-279 points); F = less than 60% (fewer than 240 points).

Extra Credit:

There is **NO** extra credit in this course. Please concentrate your efforts on the assigned materials.

Policies:

**Correspondence via E-mail:** I will respond to student e-mails within 24 hours (1 working day, M-F).

**Posting of Grades:** Grades for exams and quizzes will be posted within 48 hours (2 working days, M-F). Final course grades will be posted by the university’s grade posting due date in December.

**Excused Late Work:** The only valid excuse for not meeting the requirements of the course is if you are hospitalized for a major illness or accident, or for certain verifiable collegiate extracurricular activities that will take you away from the campus, such as band, sports, etc. In all such cases, you must present a letter from your physician, or from your faculty sponsor, to be exempt from penalty.

**Cheating:** Any student who cheats on any assignment will be disciplined in accordance with University policies. At a minimum, failure for the assignment will take place. Severe cases of cheating will result in failure for the entire course.

**Suggestions:**

**How Much to Study?** I won't mislead you about the workload of this course—it is **substantial**. You are taking a 3-credit course on-line and must commit to serious study. You should expect to devote about 2 hours per day to this course over the semester.

**Questions, Comments, Opinions, Criticisms?** Your questions, comments, opinions, and criticisms are welcome and encouraged in this course. Your final grade will be based on your performance on the assignments and in class participation, not on your agreement or disagreement with me. **Problems?** Contact me as soon as possible.
ADA Statement

Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenhoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss her or his needs. The Office of Disability Services is located in Room 065, the University Student Union.

Course Outline:

Course will follow the chapter outline in the textbook. Quizzes will be given approximately every two weeks through D2L.

Chapters and Topics

1 — Introduction to Geography
   a. What is Geography?
   b. Contemporary Approaches to Geography
   c. Describing Earth

2 — Weather and Climate
   a. Energy and Weather
   b. Precipitation
   c. Circulation Patterns
   d. Climate
   e. Climate Change

READINGS QUIZ 1 (50 points) -- 8 am, Friday, Sept. 13 – 8 pm, Sat., Sept. 14 (online)

3 — Landforms
   a. Plate Tectonics
   b. Slopes and Streams
   c. Ice, Wind, and Waves
   d. The Dynamic Earth

4 — Biogeochemical Cycles and the Biosphere
   a. Biogeochemical Cycles
   b. Carbon, Oxygen, and Nutrient Flows in the Biosphere
   c. Soil
   d. Ecosystems
   e. Biomes: Global Patterns in the Biosphere

READINGS QUIZ 2 (50 points) -- 8 am, Friday, Sept. Oct. 4 – 8 pm, Sat., Oct. 5 (online)

5 — Population and Migration
   a. The Distribution and Density of Human Settlement
   b. World Population Dynamics
   c. Other Demographic Patterns
   d. Migration

6 — Cultural Geography
   a. Cultural Evolution and Cultural Diffusion
   b. Identity and Behavioral Geography
   c. Culture Regions
   d. The Global Diffusion of European Culture
READINGS QUIZ 3 (50 points) -- 8 am, Friday, Oct. 25 – 8 pm, Sat., Oct. 26 (online)
7 — The Geography of Languages
   a. Defining Languages and Language Regions
   b. The Development and Diffusion of Languages
   c. Linguistic Differentiation in the Modern World
   d. The World’s Major Religions
   e. Geography of Religion
8 — The Human Food Supply
   a. Food Supplies over the Past 200 Years
   b. Agriculture Today
   c. Livestock Around the World
   d. Aquatic Food Supplies
   e. Hunger and Food Security
   f. Food Supplies in the Future
READINGS QUIZ 4 (50 points) -- 8 am, Friday, Nov. 15 – 8 pm, Sat., Nov. 16 (online)
9 — Earth’s Resources and Environmental Protection
   a. What is a Natural Resource?
   b. Geologic and Energy Resources
   c. Air and Water Resources
   d. Forests
10 — Cities and Urbanization
   a. Urban Functions
   b. The Locations of Cities
   c. World Urbanization
   d. The Internal Geography of Cities
   e. Cities and Suburbs in the United States
   f. Cities and the Environment
READINGS QUIZ 5 (50 points) -- 8 am, Friday, Dec. 6 – 8 pm, Sat., Dec. 7 (online)
11 — A World of States
   a. The Development of the Nation-State Idea
   b. A Changing World Political Map
   c. The Internal Organization of States
   d. Relations Among States
12 — Paths to Economic Growth
   a. Analyzing and Comparing Countries’ Economies
   b. The Geography of Manufacturing
   c. National Economic-Geographic Policies
   d. National Trade Policies
   e. The Formation of the Global Economy
13 — Global Challenges and the Scale of Response
   a. Protecting the Global Environment
   b. Global Security and Human Rights
   c. Regional Cooperation
   d. Human Development
   e. Geography and Thinking Globally
Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.