Course description (from catalog): Broad investigation of the world's culture regions. Basic cultural, demographic, economic, political, and physical patterns, with current events highlighted.

Class meeting place and time, attendance: Tue Thu 1230-1:45 Ferguson 479; attendance is noted through quiz/discussion participation; regular attendance is highly recommended.

For the official policy see: http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf

URL: http://www.amazon.com/World-Regional-Geography-Patterns-Subregions/dp/0716777924/

Grading: 90-100% = A; 80-90% = B; 70-80% = C; 50-70% = D.
90% weekly quizzes (7.5% per quiz) – Fourteen weekly quizzes related to modules and/or textbook chapters; modules and quizzes are made available on the calendar dates below; they are due anytime, including late night (11:59pm), on the next bold date on the calendar (usually Tuesdays) – for example, Introduction to Geography, open August 28th is due anytime Tuesday, September 4th. No late submissions accepted but the lowest 20% of quizzes (3) are dropped. Missing >3 quizzes adds a zero to your average!

10% discussions – students respond to material posted in five discussion areas, worth 2% each. This is a relatively easy area in which to receive full credit. Further guidelines are posted in the discussion areas.

Calendar

August 28th Introduction to Geography (module)
September 4th K-12 Geography (module) SR*
September 11th Geog Info Sys (module) EQ *
September 18th Phys/Human Geo (module) CT*
September 25th Quiz break
October 2nd Sub-Saharan Africa (module, Ch.7)
October 9th No. Afr/SW Asia (module, Ch.6) C*
October 16th South Asia (Asia module, Ch.8)

*see core objectives at end of syllabus

October 23rd East Asia (Asia module, Ch. 9)
October 30th SE Asia/Oceana (module, Ch 10,11)
November 6th Russia/Cent Eur (module, Ch. 4,5)
November 13th West/North Europe (module, Ch. 4)
November 20th Thanksgiving Break
November 26th Southern Europe (module, Ch. 4)
December 4th South America (module, Ch. 3)
December 11th Middle America (module, Ch. 3)

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Please see student conduct policy D-34.1K: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf
Course-specific policy: Final grades may be dropped 5% or more for not following quiz, test, or classroom protocol. Examples include, but are not limited to, having extra materials out during a quiz or exam and repeated classroom disruption such as side discussions, leaving early, use of cell phones, or work not related to the class. Students may leave early after one quiz with prior notice and rationale.

Make-up quizzes/exams/Drop Policy: Students will not be given a make-up exam without written documentation of unavoidable issues submitted prior to the exam. Students should note drop deadlines in the schedule of classes. For the official policy see: http://www.sfasu.edu/policies/course-add-drop_6.10.pdf
Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in later semesters the WH will automatically become an F and will be counted as a repeated course for computing grade point average. For the official policy please see: http://www.sfasu.edu/policies/course-grades.pdf

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www2.sfasu.edu/disabilityservices/.

Student (Course) Learning Outcomes (SLOs) (most of these will be covered in each world region)
After successfully completing this course, a student will be able to:

1. Identify on a map the world's major culture regions, such as religion, language, dominant economic sector, continents and subcontinents.
2. Describe and/or graphically illustrate the demographic transition, including example nations in each stage and dominant economic sectors that relate to each stage.
3. Describe and/or illustrate the population pyramid and how it differs among developed/developing nations.
4. Identify areas of the world's major political trends such as democracy, oligarchy, devolution, balkanization, supra-nationalism, high and low social services, changing gender roles, and human rights issues.
5. Identify on a map the world's major physical patterns, including climate and landform processes such as glaciers, plate tectonics, and river systems for each region.
6. Identify on a map the location of the major global hotspots for biological and cultural diversity.
7. Describe globalization, including positive and negative examples from each world region or continent.
8. Identify locations and underlying geographic and historical issues behind major current events

Program Learning Objectives (PLOs) Geography
PLO 1. The student will be able to prepare written and verbal presentations presenting geographical research using the analyses and synthesis of appropriate documents and primary data.
PLO 2. The student will possess geographic literacy as evidenced by the identification of the major concepts involved with human spatial and ecological relationships.
PLO 3. The student will be able to apply geographical knowledge and skills to a variety of settings.
PLO 4. The student will recognize the implicit assumptions behind claims of knowledge about the spatial world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.
PLO5. The student will be able to read geographical research and to identify its major methodological strengths and weaknesses.
General Education Core Curriculum

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives. Assessment of these objectives at SFA will be based on student work from all core curriculum courses.

Another, "shell" course has been created to collect student artifacts to meet this state requirement. You will see this course on your D2L list. During this semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board.

When you complete this one assignment, you need to upload the assignment to both the course dropbox and the core objective dropbox. Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations. If you have any questions, please see your instructor or contact the University Assessment Specialist at (936) 468-1267 or jstringfield@sfasu.edu.

The chart below indicates core objectives addressed by this course, assignment(s) that will be used to assess the objectives, and the date the assignment(s) should be uploaded to the D2L core objective dropbox. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills (CT)</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Discussion areas encourage critical thinking about other nations’ issues and global relations in general.</td>
<td></td>
</tr>
<tr>
<td>Communication Skills (C)</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>In addition to discussion areas, most quizzes contain a long answer question requiring written communication, often about visual aids such as maps.</td>
<td>Middle East quiz long answer question October 16th</td>
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<tr>
<td>Empirical and Quantitative Skills (EQ)</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>GIS, Physical-Human Geog, Regional Geog and later modules analyze geologic timelines, demographic models, and measures of well-being.</td>
<td></td>
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<tr>
<td>Social Responsibility (SR)</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Discussion areas address need for US citizens/students to be more informed about other nations’ issues and locations and global relations in general.</td>
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</tbody>
</table>

* Four core objectives are addressed in this course – CT, C, EQ, SR – they are introduced early in the course calendar and repeated in assignments throughout the semester – some semesters one of these will have extra assessment through D2L*