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 9:30-10:45am Ferguson 471; attendance is noted through quiz/discussion participation online; several quiz questions are based only on in-class material. For the official policy see: http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf


Grading: 90-100% =A; 80-90% =B; 70-80% =C; 50-70% =D. 90% weekly quizzes (~7.5% per quiz) – Fifteen weekly quizzes related to modules; quizzes are made available on 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 January 18th, is due anytime Tuesday, January 23rd. No late submissions accepted but lowest 20% (three) of quizzes are dropped. Missing four or more quizzes will add 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.

Time Commitment: GEO 1303.001 “World Regional Geography” (3 credits; fully online) spans 15 weeks. Students have weekly reading assignments of modules and chapters, are expected to take weekly 25-34 question online quizzes based on the reading, and are required to participate in five online discussions, in each posting once about the material and once in response to a student. These activities are estimated to average four to five hours of work each week.

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: Discussions should maintain respect for fellow students despite differences of opinion. Final grades may be dropped 5% or more for not following quiz or discussion protocol. Examples include, but are not limited to, finishing quizzes in unusually short time frames, such as less than 10 minutes for a 25-question quiz, suggesting having prior access to questions or answers prepared from screen shots. Exact same wording as another student, or unusually professional wording (suggesting either is not your own) on discussions or narrative answers may trigger plagiarism checks.

Calendar

January 18th Introduction to Geography
January 23rd Physical Geography
January 30th Human Geography
February 6th Regional Geography
February 13th Sub-Saharan Africa
February 20th North Africa/SW Asia
February 27th South Asia
March 5th East Asia (March 11-15 spring break)
March 19th SE Asia/Oceana
March 26th Russia/East Europe (3/28 Easter break)
April 2nd West/Northern Europe
April 9th Southern Europe
April 16th South America
April 23rd Middle America
April 30th North America
May 7th Last discussion
After successfully completing this course, a student will be able to:

- Accommodations. For additional information, go to http://www2.sfasu.edu/disabilityservices/. For students with disabilities, accommodations, alternate formats, and/or auxiliary aids will be provided. Failure to request services in a timely manner may delay your accommodation and/or auxiliary aids to be provided. Students 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 accommodations and/or auxiliary aids.

Make-up quizzes/exams/Drop Policy: No late quiz submissions are accepted but the lowest 20% of quizzes are dropped. Only under unusual circumstances will a quiz deadline be extended, with written documentation of unavoidable issues submitted prior to the quiz. 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

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, supranationalism, 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.

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Supported Course Objective (most of these will be covered in each world region)</th>
<th>Skill Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO1</td>
<td>1-8</td>
<td>Basic, Intermediate, Advanced</td>
</tr>
<tr>
<td>PLO2</td>
<td>1-8</td>
<td>Basic</td>
</tr>
<tr>
<td>PLO3</td>
<td>1-8</td>
<td>Basic</td>
</tr>
<tr>
<td>PLO4</td>
<td>1-8</td>
<td>Basic</td>
</tr>
<tr>
<td>PLO5</td>
<td>1-8</td>
<td>Basic</td>
</tr>
</tbody>
</table>
General Education Core Curriculum

The General Education Core Curriculum and Course Calendar sections of the guidelines at this link include the updated information needed on core course syllabi.
https://www.sfasu.edu/docs/academic-affairs/core-curriculum-syllabus-guidelines.pdf

Information about SFA Core Objective Assessment can be found at this link:
https://www.sfasu.edu/oie/core-assessment-collection-plan

By enrolling in GEOG 1303 you are also enrolling in a Core Curriculum Course that fulfills Critical Thinking requirement. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed. Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

**Core Curriculum Objective Table**

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Students can participate in online actions on topics of interest, with critique of moral dilemmas required. Narrative answers are required on most all of the 15 quizzes.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Narrative answers are required on most all of the 15 quizzes. Discussions require posting once about material and once in response to a fellow student.</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Students can critique maps for bias as well as gain an understanding of populations, GDP, and other measures of well-being in relation to various nations.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Students can work in groups or pairs to participate in online actions on topics of interest</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Students can participate in online actions on topics of interest, with critique of moral dilemmas required.</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Students can participate in online actions on topics of interest, with critique of issue required in relation to regional, national, and global issues.</td>
</tr>
</tbody>
</table>
Mental Health and Wellness

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health/wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFA Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
Rusk Building, 3rd Floor 936.468.2401

SFA Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services, Room 202 936.468.1041

**Crisis Resources:**
Burke 24-hour crisis line: 1.800.392.8343  
Suicide Prevention Lifeline: 1.800.273.TALK (8255)  
Crisis Text Line: Text HELLO to 741-741