

Discipline/Program: Geography
Course Title: Geography 1301: Physical Geography
Course Rubric and Number: GEOG 1301
Semester with Course Reference Number (CRN): Spring 2011 Semester, CRN 75857
Course Location/Times: FFAC building, room 252, Felix Fraga Academic Campus/ Mondays and Wednesdays 8:00 AM to 9:30 AM
Course Semester Credit Hours (SCH): 3 Hours, Lecture
Course Contact Hours: 48 Contact Hours
Course Continuing Education Units (CEU): 0
Course Length (number of weeks): 16 weeks
Type of Instruction: Lecture
Instructor Contact Information: Name: James Harvey Phone Number (Office): 713-718-8800 Email Address: james.harvey@hccs.edu
Office: Because I have no office on campus, before and after class and by appointment. I can also be found at the Eastside campus on Mondays and Wednesdays in Room AM308 from 1:00 PM to 3:00 PM. I am always happy to see you.
Course Description: Physical Geography: In this course we will learn "basic science principles from meteorology, climatology, geology, geomorphology, soil science, ecology, and biogeography . . . to describe the physical processes that shape the varied landscapes of our planet." Core Curriculum course
Course Prerequisites: Must be placed into college level reading and college level writing.
Course Goal: Students will evaluate geographical developments in an essay.
Course Student Learning Outcomes (SLO): 1. Students will evaluate geographical developments in an essay. 2. Students will analyze geographical evidence by writing an analytical essay.
Learning objectives: The student will be able to demonstrate the ability to: Analyze geographical material and think critically

Communicate effectively by writing college-level papers, reports, and essays

Understand the geographic grid, map projections, and global time

Understand the earth's rotations and revolutions

Know global energy, air temperature, and atmospheric moisture

Comprehend winds, weather systems, and global climates

Comprehend plate tectonics, weathering, water, and landforms

Identify global soils

Analyze issues of biogeography

SCANS Skills:

Texas Colleges must demonstrate that the Basic Intellectual Core Competencies are incorporated into all Core courses. This course addresses the competencies in the following ways:

- Reading: The textbook, the monograph, and the publisher's website will provide the basis for Exams, Exam essays, the book critique, and the Final Exam.
- Writing: Students will write all responses to their Examination Essays, and will conduct most communication with the instructor through the typewritten word. Students will write a book critique and a research paper and answer essay questions.
- Speaking: Students are expected to ask questions and participate in in-class discussion. Students may phone the instructor for supplemental information or clarification of assignments as needed. Students working in collaboration with other students on chapter assignments will have the opportunity to develop their speaking proficiency.
- Listening: Students working in collaboration with other students on chapter assignments will have the opportunity to develop and practice their listening skills. Students will also practice critical listening from audio and video materials.
- Critical Thinking: the examination questions and essays, and the book critique will contain questions and problems that will require higher-level, "critical" thinking skills to solve successfully.

- Computer Literacy: courses such as this one require significant computer literacy from the students, who must be proficient at typing essays and research papers, sending and receiving emails, and navigating the web.

Tentative Course Calendar

Date	Readings from Strahler	Topics	Reminders
1-19	Syllabus, Ch 1	Introduction; The Earth as a Rotating planet	
1-24 1-26	CH 1 CH 2	Map projections Global Energy	
1-31 2-2	CH 2 CH 3	Global energy Air Temperature	
2-7 2-9	CH 3 CH 4	Air Temperature Lightning	
2-14 2-16	CH 4 CH 5	Atmospheric Moisture; Winds	
2-21 2-23	No class CH 5	Presidents Day Winds	No class
2-28 3-2	CH 6 CH 6	Tornadoes Hurricanes	Exam 1 Ch 1-6
3-7 3-9	CH 7 CH 8	Global Climates Plate Tectonics	
3-14 3-16	No class	Spring break	Spring break
3-21 3-23	CH 9 CH 9	Volcanic Landforms Volcanoes	
3-28 3-30	CH 9 CH 9	Earthquakes Tsunamis	
4-4 4-6	CH 10 CH 11	Weathering Water; Landforms	Critique of <i>Isaac's Storm</i> due

4-11 4-13	CH 12 CH 13	Caverns Landforms: Waves & Wind; Avalanches	Exam 2 CH 7-12 Withdrawal deadline: April 14, 2011, 4:30pm
4-18 4-20	CH 14 CH `15	Glacial Landforms Soils	
4-25 4-27	CH 16	Biogeography Darwinism	
5-2 5-4	CH 17	Global Biogeography	Research Paper due
5-11	CH 13-17	Final Exam 8:00 AM to 10:00AM	Final Exam Ch 13- 17

Instructional Methods: Lecture Notes, PowerPoint Presentations, Major Exams, Book critique, and research paper.

Student Assignments: Read a variety of geographical material, complete two exams, submit a book critique and a research paper, and complete a final exam.

Student Assessments: Two Exams, a book critique, a research paper, and a final exam.

Instructional Materials:

- **Text:** available in the college bookstore
Visualizing Physical Geography by Alan Strahler with Zeeya Merali. Hoboken: John Wiley and Sons, Inc., 2008.

Monograph: *Isaac's Storm* by Erik Larson, Vintage Books, 2000

HCC Policy Statements:

ADA: STUDENTS WITH DISABILITIES

any student with a documented disability, (i.e. physical, learning, psychiatric, visual, hearing, etc) who needs to arrange reasonable accommodations must contact the disability services office at the respective college at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the disability services office. The counselor for Southeast College can be reached at 713 718-7218.

Academic Honesty:

Academic irregularities cannot be tolerated. Attempts to compromise the integrity of this course will result in a grade of **zero** for the assignment or dismissal from the class. Students **must not collaborate on the exams in any way** (including the use of materials from former students) and **must not copy material from any source to use as their essay answers or discussion contributions**. See the HCCS Student Handbook for details.

Cheating is not that hard to define and as college students, you should have a firm idea about what cheating is. Just to be clear, here are a few simple definitions:

- Cheating is: Copying from another student's exam.
- Cheating is: During a exam, using materials not authorized by the person giving the exam.
- Cheating is: Collaborating with another student during a exam without proper authority.
- Cheating is: Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an exam or paper.
- Cheating is: Bribing another person to obtain a copy of an exam.
- Cheating is: [Plagiarism](#) which means using *someone's work or someone's ideas* and representing them to be your own. That "someone" may be another student, a friend, a relative, a book author, an author of material on a web site, etc. Do not take material from anywhere without giving proper credit or reference. In other words, do not copy from an Internet source and paste it into your essay answer space.
- Cheating is: Collusion, which means the *unauthorized* collaboration with another person in preparing written work offered for credit when you represent that work to be your own.

The Semester Writing Assignment will be submitted to TurnItIn.com which is a service HCCS subscribes to for identifying plagiarized material.

In this class, the standard penalty for academic dishonesty is a grade of zero on the assignment. The penalty for gross plagiarism and cheating on exams is failure in the course. Depending on severity and frequency,

academic dishonesty can lead to a recommendation for probation or dismissal from the College System.

If you ever have any question about what is cheating, what is plagiarism or what is unauthorized collusion, please contact your instructor before you do anything or submit anything. It is much better to ask first than to get caught later.

Student Attendance:

You are expected to attend all lecture classes and labs regularly. You are also responsible for materials covered during your absences. Instructors may be willing to consult with you for make-up assignments, but it is your responsibility to contact the instructor.

Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

You may be dropped from a course after accumulating absences in excess of 12.5 percent of the total hours of instruction (lecture and lab). For example:

- For a three credit-hour lecture class meeting three hours per week (48 hours of instruction), you can be dropped after six hours of absence.
- For a four credit-hour lecture/lab course meeting six hours per week (96 hours of instruction), you can be dropped after 12 hours of absence.

NOTICE: Students who take a course more than twice face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor / counselor about opportunities for tutoring/other assistance prior to considering course withdrawal or if you are not receiving passing grades.

The Texas State Legislature has begun to impose penalties on students who drop courses excessively. In 2007, the Legislature passed a law limiting students to no more than 6 total course withdrawals throughout their academic career in obtaining a baccalaureate degree. To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your instructor will “alert” you and HCC student services of the chance you might fail a class because of excessive absences and/or poor

academic performances. You should visit with your instructor, a counselor, or HCC online Student Services to learn about your options.

Students **MUST** visit with a faculty advisor, a counselor, or online student services prior to withdrawal from class. If a withdrawal is to be given, this must be done prior to April 14, 2011 at 4:30pm. After that date and time, students will no longer be allowed to drop and will receive the grade that they earned. Any remaining assignments not submitted will receive a zero; thus, students will be subject to receiving an F for the class. Faculty will **NO** longer be allowed to give Ws on the final grade sheet; any faculty who wishes to withdraw a student will be required to process the drop **BEFORE** April 14, 2011 at 4:30pm.

Withdrawals: I will not drop a student. If a student fails to come to class and does not complete the assignments, that student will receive an F for the course. It is the student's responsibility to officially withdraw from the course.

It is your responsibility to withdraw officially from a class and prevent an "F" from appearing on your transcript. When considering withdrawal from a course, remember that:

- No grade is given and your transcript reflects no record of the course if you withdraw before the Official Date of Record.
- A "W" (indicating withdrawal) appears on your transcript if you drop a course after the Official Date of Record and before the final deadline.
- The final deadline to drop the course is April 14, 2011 at 4:30pm

INTERNATIONAL STUDENTS: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. **ONLY ONE** online/distance education class may be counted towards the enrollment requirement for International Students per semester. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

Student Course Reinstatement Policy: Students have a responsibility to

arrange payment for their classes when they register, either through cash, credit card, financial aid, or the installment plan. Faculty members have a responsibility to check their class rolls regularly, especially during the early weeks of a term, and reconcile the official class roll to ensure that no one is attending class whose name does not appear on the rolls. Students who are dropped from their courses for non-payment of tuition and fees, who request reinstatement after the official date of record (OE date), can be reinstated by making payment in full and paying an additional \$75 per course reinstatement fee. A student requesting reinstatement should present the registrar with a completed Enrollment Authorization Form with the signature of the instructor, the department chair, or the dean, who should verify that the student has been regularly attending class. Students who are reinstated are responsible for all course policies and procedures, including attendance requirements. A dean may waive the reinstatement fee upon determination that the student was dropped because of a college error. The dean should note the nature of the error in a memo to the registrar with the appropriate documentation.

Instructor Requirements: Two exams, a book critique, a research paper, and a final exam

Program/Discipline Requirements: midterm exam, term paper, final exam

HCC Grading Scale:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 59 and below

Instructor Grading Criteria : The semester grade will be calculated as follows:

Midterm exam 25%

Book Critique 25%

Research paper 25%

Final exam 25%

Examinations will consist of multiple choice questions and essays. Examination questions will come from assigned readings in the textbook as well as from class lectures. **There will be no make-up examinations.** If you must be absent on test day,

please notify me in advance. *This assignment entails critical thinking, writing, listening, and reading skills.*

Book Critiques are three-to-five-page critical essays in which the student evaluates the merits and shortcomings of Erik Larson's *Isaac's Storm*. The paper will provide each student in-depth knowledge of a geographical subject, and help each student improve his/her ability to develop and present a clear, coherent essay. Students must type (double-spaced) the critique, and document their quotations with page numbers. College-level grammar and punctuation is expected, and grammatical and formatting errors will be counted. *This assignment entails critical thinking, writing, listening, and reading skills.*

Research papers are three-to-five-page exploratory essays in which the student conducts independent research into a geographical topic of the student's choice with teacher approval. The paper will provide each student in-depth knowledge of a geographical subject, and help each student improve his/her ability to develop and present a clear, coherent essay. Students must type (double-spaced) the research papers and document their sources of information with page numbers and a bibliography. College-level grammar and punctuation is expected, and grammatical and formatting errors will be counted. *This assignment entails critical thinking, writing, listening, and reading skills.*

"This syllabus is meant as a guide and is subject to change at the discretion of the instructor. If there are any changes made, the student will be notified in a timely manner."

ON WRITING BOOK CRITIQUES

Greetings. I would like you to write a 3-to-5 page (5 to 6 paragraphs) critical essay in which you evaluate the merits as well as the shortcomings of the book under consideration. I want you to begin with an announcement of what you are going to do in this critique or with an introductory paragraph ending with a detailed thesis statement announcing what you are going to do in this critique. For example:

In this critique of Jonathan Zophy's *Patriarchal Politics*, I am going to identify the author's purpose and evaluate the merits and shortcomings of this book.

Then proceed to do so following the organizational pattern you have indicated in your announcement above.

Discuss such issues as the purpose (theme) of the book (what is this book about?); How well has that purpose been achieved? How is the book organized? Is the book organized effectively? How well is the book written? Do you like the author's writing style? How useful was this book to you for your work in this course? What did you like about the book and why? What didn't you like about the book and why?

The author's theme can usually be found somewhere inside the book's introduction. Always keep it in mind in evaluating the book and state it somewhere early in your essay quoting it directly from the book if at all possible. You should also support your discussion with direct and indirect quotations from the book throughout your essay and include page numbers.

Make full use of supporting evidence to back up your arguments. For example:

One of the things I like most about Zophy's writing is its liveliness and clarity. For example, he writes that the robber baron Gotz von Berlichingen "had replaced his lost hand with an iron hand and used that device to strike further terror into the hearts of merchants when he attacked their personnel and shipments" (p. 54).

Note the use of punctuation above, and do likewise on your essay. End your essay with a concluding paragraph restating your proven thesis and summarizing your conclusions. Proofread your paper to spot typos and make sure your arguments are clear and well-supported with evidence and discussion. Also, make sure to double-space the paper as you type it.