



INSTRUCTIONAL PACKAGE

GEO 101

Introduction to Geography

Effective Term

Fall 2018/Spring 2019/Summer 2019

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Part I: Course Information

Effective Term: Fall 2018, Spring 2019, Summer 2019

COURSE PREFIX: GEO 101

COURSE TITLE: Introduction to Geography

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

Introduction to Geography is a foundational course for the study of the social sciences, and an important part of the social science curriculum. In the Introduction to Geography course, the student will be introduced to the basic concepts and vocabulary of geography, which will include both physical and human geography.

COURSE DESCRIPTION:

This course is an introduction to the principles and methods of geographic inquiry.

PREREQUISITES/CO-REQUISITES:

(COMPASS Reading 85 and COMPASS Writing 78) or (ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or (New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or (COMPANION Reading 075 and COMPANION Sentence Skills 081) or SAT Critical Reading 480 or (ACT English 19 and ACT Reading 19) or (Credit level [ENG 100](#) Minimum Grade of C* or Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC or Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of TC or Multiple Measures English 1)

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

Students are required to read the textbook assignments. Students are also encouraged to take notes. This course is designed to foster interaction, active learning and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action. For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Online/Hybrid Courses:

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

POLICY REGARDING ACADEMIC MISCONDUCT (WHICH INCLUDES CHEATING ON TESTS, PLAGIARISM, AND FALSIFICATION OF INFORMATION)

Please review the "Student Rights and Responsibilities, Academic Misconduct" in the Horry-Georgetown Technical College Catalog and Student Handbook available in hardcopy and Online.

Classroom conduct: It is the responsibility of faculty to clearly communicate classroom expectations early in the semester. If, after that communication, students are unwilling to comply with expectations and have been notified of the unacceptability of such conduct, faculty should:

- First offense of disruptive behavior-Dismiss student from class "for a period" until discussion concerning acceptable conduct and next steps can occur between faculty and student. Student should not be readmitted to class until such discussion occurs.
- Second offense of disruptive behavior-Dismiss student from class (or request Public Safety assistance for removal) for written referral to Chief Student Services Officer for disciplinary follow up.

Academic Misconduct: Cheating, plagiarism, collusion, et al.

- Professor must meet with student to discuss allegation and evidence upon which it is based. The student must be given the opportunity to refute the allegation.
 - If academic misconduct is substantiated to the Professor's satisfaction, the Professor notifies the student of the sanction to be imposed, consisting of one of the following:
 - Assign a grade of zero to the test, assignment, etc. involved in the academic misconduct.
 - Assign a failing grade for the course (with consultation on student academic options including the appeal process)
 - Require the student to withdraw from the course
- Within five (5) working days of the meeting with the student, the Professor must provide a written explanation of the incident and any sanction imposed to the Chief Instructional Office. Please also notify the CSSO, as the CSSO serves as the CIO designee for appeal processing.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Instructors are encouraged to cover a minimum of fourteen chapters. As time allows, instructors may include additional chapters and Student Learning Outcomes. Specific chapters, depth of coverage, organization of the units, and assessment tools may vary from instructor to instructor.

*Please see the Instructor's Course Information Sheet for information on how the Instructor will organize the textbook materials, and what assessment methods he/she will use to assess student progress through these established Course Learning Outcomes.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Listed below are the Student and Course Learning Outcomes. These Learning Outcomes define what knowledge and skills a student is able to "do" or express after successful completion of this course.

Student Learning Outcomes:

- Explain key terms and concepts in various subfields of geography.
- Identify characteristics, distributions, and interrelationships of various physical and human geographic phenomena.
- Compare and contrast geographic phenomena over space and time.
- Interpret geographic information depicted in maps, graphs, photographs, and other media.
- Analyze causes and effects of human-environment interactions.

*Suggested Outline: Module I Introduction

Materials Covered:

Chapter 1 Introduction Learning Outcomes

- Understand what geographers mean when they say that “location matters.”
- Describe what is meant by physical and cultural landscapes.
- Discuss how geography aids in understanding national and international problems.
- Explain how the word spatial is used in the discipline of geography.
- Appreciate which concepts are used to understand the process of human interaction.
- Summarize the kinds of understanding encompassed in the National Standards.

Chapter 2 Techniques of Geographic Analysis Learning Outcomes

- Develop the ability to locate places on the earth’s surface using, latitude and longitude.
- Understand how map projections are constructed.
- Identify the properties of a map.
- Recognize distortions or possible misuse of maps.
- Discuss how remote sensing can be useful for exploring the earth’s surface.
- Explain the construction techniques and characteristics of a geographic information system.

Chapter 3 Landforms Learning Outcomes

- Characterize the three classes of rock.
- Define folding, joint, and faulting.
- Illustrate how plate tectonics relate to earthquakes.
- Explain how a tsunami originates.
- Compare the effect of mechanical and chemical weathering on landforms.
- Compare the effect of groundwater erosion with that of surface water erosion.

Chapter 4 Weather and Climate Learning Outcomes

- Understand the difference between weather and climate.
- Define atmospheric terminology such as insolation, lapse rate, and temperature inversion.
- Contrast the way in which land and water areas respond differently to equal insolation.
- Explain how the planetary wind and pressure system works.
- Understand the origin of the different types of large-scale precipitation.
- Explain in as great detail as possible a current weather map that includes fronts, temperatures, and precipitation. Using the map, attempt to predict weather conditions in the next 48 hours.
- Summarize the distinguishing characteristics of each type of climate.
- Discuss the factors that may be responsible for climate change.

**Assessment(s): Complete class review activity, handouts or quizzes.*

Module Exam

**Suggested Outline:*

Module II Culture and Human Geography

Materials Covered:

Chapter 5 Population Geography Learning Outcomes

- Summarize how the world’s population has grown over time and how it is forecast to grow during the 21st century.

- Explain the difference between birth rates, fertility rates, and natural increase rates, and illustrate how they are used to predict population change.
- Sketch a sample population pyramid for populations experiencing rapid growth, stability, and decline, and explain how the pyramid expresses the composition and growth rate of the population.
- Summarize the demographic transition model, and explain how birth rates, death rates, and natural increase rates change through each stage of the transition.
- On a world map, identify the world's four great population concentrations.
- Summarize and critique Malthus's view of population and resources.
- Summarize the population policies that have been implemented in different countries.
- Compare and contrast the major population challenges facing the developing and developed regions of the world.

Chapter 6 Cultural Geography Learning Outcomes

- Explain how social scientists define culture.
- Explain how the technological, sociological, and ideological subsystems of culture are distinct, and give an example of how they are integrated.
- Compare the three main frameworks that social scientists have used to understand the relationship between culture and environment.
- Explain how ethnicity differs from race.
- Explain how globalization has altered the spatial distribution of languages.
- Identify the places of origin for the world's major religions and trace their paths of diffusion.

Chapter 7 Human Interaction Learning Outcomes

- Express the characteristics of activity space both in time and in space.
- Discuss the effects of modern communication devices such as cell phones on human interaction.
- Name variables subject to distance decay.
- Understand concepts such as human interaction and psychological distance.
- Identify factors that foster and limit migration.
- Evaluate the role of the concept of place utility in evaluating human migration decision-making behavior.
- Distinguish between contagious and hierarchical diffusion and between step and chain migration.
- Discuss the role of distance as an effect on human interaction.
- Express the relationships between globalization, integration, and human interaction.
- Develop arguments for and against placing metal fences on the border between Mexico and the United States.

Chapter 8 Political Geography Learning Outcomes

- Understand the differences between state and nation.
- Describe the evolution of the modern state.
- Summarize the importance of size, shape, and location to a state.
- Outline different types of conflicts that arise between states and explain their origins.

- Identify centripetal forces that promote state cohesion.
- Identify centrifugal forces that challenge state authority.
- Describe efforts toward transnational cooperation.

**Assessment(s): Complete class review activity, handouts or quizzes.*

Module Exam

*Suggested Outline:

Module III Basic Psychological Processes

Materials Covered:

Chapter 9 Economic Geography Learning Outcomes

- What are the three sections of the economy and how are they related?
- What are the major methods of subsistence agriculture and where is each practiced?
- What technologies were involved in the Green Revolution, who benefitted, and what were its effects on production?

Chapter 10 Economic Geography Learning Outcomes

- Explain Weber's least cost theory for the optimum location of different manufacturing industries.
- Compare and locational strategies for bulk-reducing and bulk-gaining industries.
- Explain how contemporary location factors are creating a new international division of labor.
- Explain the role of transnational corporations in the global economy.
- Identify major centers of manufacturing and high-technology innovation.
- Distinguish the locational patterns for consumer services and business services.

Chapter 11 Urban Geography Learning Outcomes

- Describe how and why cities developed.
- Understand the difference between basic and nonbasic activities and explain the economic functions of cities.
- Examine size difference among cities and explain how they relate to one another.
- Summarize the general patterns exemplified by North American cities.
- Identify differences between cities with varying historical circumstances and between cities in developed and developing countries.

Chapter 12 Geography of Natural Resources Learning Outcomes

- Discover which energy sources are dominant in industrialized countries such as the United States and how has that changed over time.
- Discuss the geographic distribution of coal, oil, and natural gas.
- Describe the available renewable energy sources and the barriers to fully switching over to renewable energy sources.
- List some of the challenges for maintaining soil quality.
- Summarize the principles of sustainable development.

Chapter 13 Human Impact on the Environment Learning Outcomes

- Using the IPAT equation to explain the different factors that influence a society's impact on the environment.
- Describe how the geographic scale of human impacts on the environment changes with rising wealth.
- List the three components of the biosphere and describe how they are interrelated.
- Given that the supply of water on earth is constant, explain how human activities can result in depleted water supplies.
- Find out what are the major sources of air and water pollution.
- Summarize the different threats that human activities pose to plant and animal biodiversity.
- Describe the different types of wastes generated by advanced societies and how each type is best managed.

**Assessment(s): Complete class review activity, handouts or quizzes.
Module Exam*

****Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

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All tangible measurements used for assessment of student course learning outcomes are at the discretion of the instructor and should be specifically outlined by the instructor. Suggested methods appropriate for this course can include but are not limited to the following: discussion questions, assignments, portfolios, written comprehensive exams, papers and group projects.

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

EVALUATION*

Exams (2 to 5 including Final Exam if applicable)	40-80%
Quizzes/Assignments/Discussions	15-40%
Papers/Projects/Portfolios	15-40%
Class Participation	0-10%
<u>Total (must add up to 100%)</u>	<u>100%</u>

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60,

F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

***Any student missing more than two (2) weeks without notification will be withdrawn for excessive absences.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources

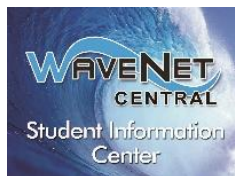


The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student’s responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College’s Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu