

LINDSEY WILSON COLLEGE
GEOGRAPHY 1003
WORLD REGIONAL GEOGRAPHY

TEXT: The World Today: Concepts and Regions in Geography
Sixth Edition by H. J. deBlij and Peter Muller
John Wiley & Sons, Inc. 2013

College World Atlas, National Geographic Society

INSTRUCTOR: E. Tex Reddick

LOCATION: Fall 2013 - Goodhue 205

OFFICE HOURS: I do not have an office on campus. I will be available
before and after classes or by arrangement.

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Or use campus email but remember, as adjunct I DO NOT
check it everyday.

COURSE DESCRIPTION

Geography 1003 is a study of the 12 geographic regions of our ever-changing world. The student will discover how cultural and physical geographic factors interact with the various populations within the world's regions to create our present-day global society.

Students will familiarize themselves with a basic understanding of the location of the major features of the earth's surface as they relate to the course's textual material. (Concept of mental mapping.)

COURSE OBJECTIVES

Upon completion of Geography 1003, the student will be able to demonstrate through four (4) objective examinations and a location exam final a basic understanding of world regional geography's major themes, listed below.

A. Region

The textbook divides the world into 12 regions. The regional breakdown of the earth's surface is based upon various physical and cultural criteria set forth by the authors.

B. Spatial Characteristics – Cultural Landscape (Place)

Every place on earth has characteristics which help distinguish it from other places. These characteristics

C. Human-Environment Interaction

Every region is somewhat different in how the inhabitants deal with their environmental surroundings. Regional geographers systematically study these differences (or similarities). Example: Winter dress of Canadians versus the winter dress of Floridians.

D. Areal/Spatial Differentiation and Integration (Movement)

The concept of areal integration is concerned with how places interact with each other. Example: Do you shop in Campbellsville or Lexington?

E. Global to Local Scales (Location)

No place is totally isolated from the rest of the world as some outside influences exist everywhere. Example: Rolling Stones T-shirt on Nigerian teenager.

STUDENT OBJECTIVES

World Regional Geography is an introductory course in the geographic field and a pertinent course for other disciplines. This course's relationship with the Education Department is mentioned in a later paragraph of this syllabus.

With regard to the course objectives above, students will gain knowledge pertaining to the spelling and proper pronunciation of places around the world. Interest in further inquiry into the geographic field (and related areas) is possible as a result of one's first introduction to the discipline.

Introductory geographic education is "education for life". Students will become more aware of their worldly surroundings and begin to formulate their own understanding of their country versus the rest of the world. Students will become more knowledgeable regarding other cultures of the world and their own culture's place in that world.

Students will be able to understand geography's place in collegiate academia. They will begin to formulate their personal ideas regarding the relationship (and closeness) of many academic areas. The major student objective for this class is to begin the process of formulating one's personal knowledge of the world and America's place in that world. The major outcome is, hopefully, becoming an objective citizen of the world.

ATTENDANCE AND CLASS MATERIALS

Per the LWC Student Handbook, "At Lindsey Wilson College student responsibility is understood to include regular class attendance, in-class participation and completion of assignments". Students are awarded 100 points toward their final grade at the beginning of each semester. Each unexcused or unscheduled absence will result in a deduction of four (4) points toward the final grade, which is based on 600 total points. It is the student's responsibility

to inform the instructor of any scheduled absences – thus no points will be deducted from the student's grade.

In addition students in Geography 1003 are expected to bring their textbook and accompanying atlas to ALL scheduled class meetings.

EVALUATION AND GRADING

There will be a total of 600 points possible during the semester. There will be four (4) location quiz-class material exam combinations given, each combination being worth 100 points. In addition, there will be a final exam worth 100 points. Add in 100 points for attendance and one gets the total of 600 possible points.

The final examination will be a location examination (mental mapping concept) based ONLY upon the physical features of the earth's surface covered during the entire semester.

Below find the point breakdown for the final grade.

540 – 600 total points equals a final grade of "A"
480 – 539 total points equals a final grade of "B"
420 – 479 total points equals a final grade of "C"
360 – 419 total points equals a final grade of "D"
Below 360 total points equals a final grade of "F"

Plus and minus grades will be used at the discretion of the instructor. They will ONLY be used to the benefit of the student. As examples, a student scoring 538 total points might be given an "A-" instead of a "B+" final grade, or a student scoring 530 points might be given a "B+" instead of a "B" for a final grade.

STUDENT WEEKLY COURSE OUTLINE

This will be given to students on the first day of class, detailing weekly assignments and test dates. Generally speaking, one section will be covered per week (or two class meetings), depending upon the weekly semester schedule. The instructor reserves the right to change the weekly course outline at any time. (A semester course outline will be attached to this syllabus.)

CELL PHONE POLICY

STUDENT CELL PHONES WILL BE OFF DURING CLASS TIME UNLESS PRIOR ARRANGMENT IS MADE WITH THE INSTRUCTOR.

ADDING/DROPPING A COURSE

Students enrolled in the following courses CANNOT DROP these classes during the semester: READ 0712, 0722, 0732, 0902, 1012 and 1022; ENGL

For undergraduate classes at the Columbia campus, adding a course, dropping a course or changing from one section of a course to another section of the same course requires the approval of the advisor and the instructor for each course involved as indicated on the Add/Drop Form. The change must be reported to the Business Office and the Registrar's Office on an Add/Drop Form, which may be obtained from the Registrar's Office. For AIM courses, adding a course, dropping a course or changing from one section of a course to another section of the same course requires the approval of the Director of the Evening Program. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75% of the instructional days for a course is completed. The Columbia campus drop date for undergraduate work is not later than 30 days before the end of the semester. (Submitted to Registrar.) For AIM classes the drop date is by the end of the sixth week of class. (Submitted to Registrar or Director of AIM Program.)

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the course(s) for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those classes.

ACADEMIC INTEGRITY

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student place and sign the following Honor Code on tests, exams and other assignments as appropriate: On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.

Violations of the academic integrity policy include cheating, plagiarism or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer's words, but also any paraphrase or summary of another writer's concepts or ideas with documentation is plagiarizing that writer's materials. Academic dishonesty is a profoundly serious offense because it involves an act of fraud

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect and “F” for the activity in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs, the VP for Academic Affairs or Associate Dean will move the student before the campus Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the College, depending on the severity of the violation involved. NOTE: The College has purchased Turnitin.com, a web product used to detect plagiarized documents.

STATEMENT OF LEARNING/PHYSICAL DISABILITIES

Lindsey Wilson College accepts students with learning disabilities and provides reasonable accommodation to help them be successful. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. Students needing accommodation should apply as early as possible, usually before May 15. Immediately after acceptance, students need to identify and document the nature of their disabilities. It is the responsibility of the student to provide to the College appropriate materials documenting the learning disability, usually a recent high school Individualized Education Plan (IEP) and results from testing done by a psychologist, psychiatrist, or qualified licensed person. The College does not provide assessment services for students who may be leaning disabled. Although LWC provides limited personal counseling for all students, the College does not have structured programs available for students with emotional or behavioral disabilities. For more information, call Ben Martin at 270-384-7479.

ACADEMIC SUCCESS CENTER

The Academic Success Center offers peer tutoring for students in completing class assignments, preparing for exams and improving their understanding of content covered in a particular course. In addition, computers are available for student use.

Students are encouraged to utilize the Center as a resource for improving study strategies and reading techniques. The Center also offers assistance with other academic problems resulting from documented learning disabilities. All services are free of charge to all Lindsey Wilson College students. (Students with learning disabilities are responsible for providing documentation from an appropriate outside professional source such as a professional evaluation or school IEP). Please contact Marretta Garner, Tutor Coordinator at 384-8037 for

WRITING CENTER AND MATHEMATICS CENTER

The Writing Center (located in the Slider Humanities & Fine Arts Building), and the Mathematics Center (located in the Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, Writing Center Coordinator, at 384-8209 or Linda Kessler, Math Tutor Coordinator, at 384-8115 for further information and assistance.

FINAL EXAMS

Final exams are scheduled for the Fall Semester on December 10 or 12, 2013. The academic calendar, which contains the schedule for finals, is in the college catalog and course schedule listing. Please make any necessary flight arrangements after the final exam week. Students will not be permitted to take early finals unless extenuating circumstances exist. "Extenuating circumstances" means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College.

Travel arrangements must be made in sufficient time that tickets may be obtained after final exams and the semester is officially over. All requests for early finals must be made in person to the Academic Affairs Office.

IMPORTANT DATES

For all other important dates throughout the school year, please refer to the Class Schedule or the Planner Section of the Student Handbook.

MAKEUP EXAMINATIONS

See instructor to make arrangements regarding any necessary makeup examinations. The instructor reserves the right to give any type of makeup examination to the student.

QUESTIONING A GRADE - THE STUDENT ACADEMIC COMPLAINT POLICY

A student who wishes to question an assignment grade or other academic issue, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding the grade should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt.
2. Unless there are extenuating circumstances, the student may, within seven (7) days request in writing a review of such decision by the Chair of the division in which the grade was assigned. Upon receipt of such request, that Chair will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as

3. Upon receipt of these written accounts, the Chair will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.

4. If either the student or the faculty member desires to appeal the decision of the Division Chair, the student or faculty member may, with seven (7) days by written request to the chair, ask that the matter be reviewed by a Grade Appeals Panel convened by the Academic Affairs Office.

5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by e-mail within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by e-mail within the time limit, steps 2, 3 and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a FINAL GRADE should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.
2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office before the first day of the semester following the one in which the grade was issued. The written request must include the specific bases for the appeal.
3. The Academic Affairs Office will convene a Grade Appeals Panel, comprised of the Vice President for Academic Affairs, the Associate Academic Dean and the chair of the academic unit which houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student of its decision, if possible, within seven (7) days of the meeting.

PROSPECTIVE ELEMENTARY AND MIDDLE SCHOOL TEACHERS

This course is required for content preparation in Elementary and/or Middle Grades Education programs and prepares teacher candidates with the knowledge base for Geography required in the Kentucky Core Academic Standards and the College Career Readiness Standards. The Conceptual Framework for the Education Program, "Teacher Leader for the 21st Century" is incorporated. The

WORLD REGIONAL GEOGRAPHY
COURSE OUTLINE
FALL 2013

- 08/22 Introduction (Global Perspectives)
08/27 Chapter 1 (Europe)
08/29 Chapter 1
- 09/03 Chapter 2 (Russia)
09/05 Chapter 2
09/10 ***Test #1 (Introduction and Chapters 1 and 2)
09/12 Chapter 3 (North America)
09/17 Chapter 3
09/19 Chapter 4 (Middle America)
09/24 Chapter 4
09/26 Chapter 5 (South America)
- 10/01 Chapter 5
10/03 ***Test # 2 (North, Middle and South America)
10/08 Chapter 6 (Subsaharan Africa)
10/10 Chapter 6
10/22 Chapter 6
10/24 Chapter 7 (N. Africa and S. W. Asia)
10/29 Chapter 7
10/31 Chapter 7
- 11/05 *** Test #3 (Subsaharan Africa & N. Africa & S. W. Asia)
11/07 Chapter 9 (East Asia)
11/12 Chapter 9
11/14 Chapter 10 (Southeast Asia)
11/19 Chapter 10
11/21 Chapter 11 (Australia)
11/26 Chapter 11
11/28 Chapter 9/10/11 Makeup Day
12/05 ***Test #4 (East Asia, Southeast Asia and Australia)
- 12/05 Review for Final Examination

12/10 OR 12/12 FINAL EXAMINATION

The final examination will be a mental mapping exercise ONLY dealing with physical (place) geography covered throughout the semester. Previous textual material will not be included on the final exercise.