

GEOG101

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : GEOG101 **Title :** Introduction to Geography

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course is a basic overview of the geographer's study of the location and distribution of features on the Earth's surface. These features are both natural and man-made, both physically and culturally determined. The relationship of people and place is central to an understanding of human history, contemporary events, and possible global futures. As an introductory course it covers the whole globe and all its greatest geographic features and relationships. This dictates that the approach is broad and not too deep. However, knowledge of the geographer's art will enable students to delve as deeply as their interest and energy will allow, into the dynamic spatial realities that surround them.

Course Scope:

GEOG101 empowers students to engage in critical thinking, communication, information literacy and academic skills that support creative decision-making and life-long learning. This is accomplished by introducing, reinforcing and applying "spatial analysis" to the assessment of physical, environmental and human patterns. Geographic topics and problems are approached from a spatial perspective and by viewing current events through geographic concepts. The craft of utilizing maps to interpret and assess issues in our world is introduced and applied.

Have you always wanted a "behind the scenes" peek at what makes nations different? Would you like to learn the answer as to why things are where they are and how they got there? Need a better understanding of climate, culture, and commerce? This course will build a base for your intellectual understanding of the world you live and work in.

This course covers the entire globe and introduces each realm with its regions and peoples. Since our medium of instruction is interaction via the Internet, creative and productive use of the worldwide web is integral to all our efforts together in this course. This will add to your ability to continue life-long learning in a global, diverse, and technological society.

Objectives

This is what the course is meant to teach you. My desire is to help you to make progress toward your own short and long term educational goals while insuring you obtain the basic knowledge and skills outlined here.

Your grade for this course will be based upon the demonstrated mastery of these objectives.

After successfully completing this course, you will be able to:

CO-1 Use “spatial perspective” as a critical thinking tool in analysis, problem solving, and inter-disciplinary study.

CO-2 Describe the world’s regions through recognizing their physical and human dimensions.

CO-3 Recognize and differentiate global regions by climate type, characteristic vegetation, and general landform types.

CO-4 Define the modern human dynamics of cultural associations, nation and state development, and resource exploitation.

CO-5 Identify basic spatial and geographic data analysis skills to be used in future studies.

CO-6 Explain physical and human aspects of the world landscape through the use of maps, graphs, and data tables.

CO-7 Assess spatial interaction between places and spatial diffusion from places, including density, dispersion and patterns.

CO-8 Apply selected geographic concepts, ideas, and terms to student interests, other academic subjects, newsworthy events and professional concerns.

Outline

Week 1: Introductions and World Regional Geography Overview

Learning Objective(s)

1. List the criteria for selection of geographic realms and regions. (CO-2, CO-3)
2. Recognize the nature and elements of the physical setting. (CO-3)
3. Analyze the characteristics of cultural landscape. (CO-1, CO-2)
4. Describe the aspects of the realm of population. (CO-7)
5. Compare patterns of development. (CO-1, CO-6)
6. Recognize the regional and systematic geography perspectives. (CO-1, CO-5))

Reading(s)

Text: Read Chapter 1 - Introduction

Assignment(s)

Introductions in Forums

(WARNING: First Forum (Introduction) must be at least 250 words long. Must be submitted before midnight on Sunday of the first week, it is our way of confirming your attendance in the course. See instructions in classroom.)

Week 1 Quiz

Forum #1

Week 2: Europe and Russia

Learning Objective(s)

1. Recognize the major geographic qualities of Europe and Russia. (CO-2, CO-3)
2. Analyze the major climate types associated with Europe and Russia. (CO-3)
3. Compare the languages of Europe and Russia to cultural areas. (CO-1, CO-2, CO-6)
4. Contrast the devolutionary pressures felt in Europe and Russia. (CO-1, CO-4, CO-5)

5. Recognize the regions of Europe and Russia. (CO-2, CO-3)
6. Compare the broad economic prospects of Europe and Russia. (CO-6, CO-7, CO-8)

Reading(s)

Text: Read Chapters 2 & 3 on Europe and Russia.

Supplemental Readings: TBA

Assignment(s)

Week 2 Quiz

Forum #2

Week 3: North America, Middle America, and South America

Learning Objective(s)

1. Recognize the major geographic qualities of North, Middle, and South America. (CO-2, CO-3)
2. Analyze the major climate types associated with each American realm. (CO-3)
3. Explain the makeup of the realms by means of their individual regions. (CO-1, CO-6, CO-7)
4. Describe the migration process along with push and pull factors. (CO-7)
5. Contrast the tourist industry to other economic activities in Middle and South America. (CO-4, CO-7)
6. Compare the broad economic prospects of the three American Realms. (CO-6, CO-7, CO-8)

Reading(s)

Text: Read Chapters 4, 5, and 6 on North, Middle, and South America.

Supplemental Readings: TBA

Assignment(s)

Week 3 Quiz

Forum #3

Week 4: Sub-Saharan Africa

Learning Objective(s)

1. Recognize the major geographic qualities of Sub-Saharan Africa. (CO-2, CO-3)
2. Analyze the major climate types associated with each region in the realm. (CO-3)
3. Compare the roles of environment and health. (CO-3, CO-7, CO-8)
4. Contrast the colonial activities in Sub-Saharan Africa and the impact of the Atlantic slave trade. (CO-1, CO-4, CO-7)
5. Recognize the cultural patterns as reflected in the languages and religions of Africa. (CO-1, CO-2, CO-6)
6. Compare the broad economic prospects of the realm. (CO-6, CO-7, CO-8)

Reading(s)

Text: Read Chapter 7 on Subsaharan Africa.

Supplemental Reading: TBA

Assignment(s)

Forum #4

Week 4 Quiz

Week 5: North Africa/Southwest Asia

Learning Objective(s)

1. Recognize the major geographic qualities of North Africa/Southwest Asia. (CO-2, CO-3)
2. Analyze the major climate types associated with the realm. (CO-3)
3. Describe the “Arab” and “Islamic” nature of this realm. (CO-2, CO-4, CO-8)
4. Compare the role of postulated culture hearths and early diffusion routes. (CO-1, CO-7)
5. Contrast expansion and relocation diffusion including the processes of contagious and hierarchical diffusion. (CO-2, CO-6, CO-7)
6. Compare the broad economic impact of oil to this realm. (CO-6, CO-7, CO-8)

Reading(s)

Text: Read Chapter 8 on North Africa/Southwest Asia.

Supplemental Reading: TBA

Assignment(s)

Week 5 Quiz

Forum #5

Week 6: South Asia and East Asia

Learning Objective(s)

1. Recognize the major geographic qualities of South Asia and East Asia. (CO-2, CO-3)
2. Analyze the major climate types associated with each realm. (CO-3)
3. Describe the Chinese perspective as to the rise of civilization. (CO-1, CO-4, CO-6)
4. Recognize the components of population geography such as population distribution, density and rate of natural increase. (CO-2, CO-5, CO-7)
5. Compare the broad economic prospects of the South Asia and East Asia Realms. (CO-6, CO-7, CO-8)

Reading(s)

Text: Read Chapter 9 and 10 on South Asia and East Asia.

Supplemental Reading: TBA

Assignment(s)

Week 6 Quiz

Forum #6

Week 7: Southeast Asia

Learning Objective(s)

1. Recognize the major geographic qualities of Southeast Asia. (CO-2, CO-3)

2. Analyze the major climate types associated with the realm. (CO-3)
3. Compare the role of natural resource to the economic development of the realm. (CO-1, CO-3, CO-4)
4. Compare the broad economic prospects of the three Realms. (CO-6, CO-7, CO-8)

Reading(s)

Text: Read Chapter 11 Southeast Asia

Supplemental Reading: TBA

Assignment(s)

Week 7 Quiz

Research Project Due

Forum #7

Week 8: Austral Realm, and Pacific Realm and Polar Futures

Learning Objective(s)

1. Recognize the major geographic qualities of the Austral and Pacific Realms. (CO-2, CO-3)
2. Analyze the major climate types associated with each realm. (CO-3)
3. Recognize the nature and elements of the physical setting. (CO-1, CO-3)
4. Recall the characteristics of cultural landscape. (CO-2, CO-5, CO-7)
5. Name the geographic realms and recognize their regional components. CO-2, CO-3, CO-7)

Reading(s)

Text: Read Chapters 12 and 13 on the Austral Realm and Pacific Realm

Supplemental Readings: TBA

Assignment(s)

Forum #8 (graded)

Week 8 Quiz

Evaluation

Forums

We can learn as much from each other and academic investigation as we will from the material. So it is the purpose of the Forums to develop our understanding of the weekly readings and forum topics. **This participation is required.** (WARNING: First Forum topic (Introduction) must be at least 250 words long. Your response must be submitted by midnight Eastern Standard Time of the Sunday of the first week, it is our way of confirming your attendance in the course. See instructions in classroom.)

Each week all students should respond to the forum topics indicated in the forums area to express their understanding of the issue and ability to use academic information to add to the discussion. Postings will be evaluated on their quality and the degree to which the postings promote discussion. Participation in all Forums is required. Points are allocated as follows based on the original posting and replies (*Total of 100 points*).

NOTE: Initial and reply posts submitted after the scheduled due dates may be assessed a penalty according to the late policy in the syllabus.

Initial Post (40 possible points)

- The post is on topic, clearly related to the thread, and addresses all components of the assignment with significant depth, analysis, and clarity.
- The post is approximately 250-350 words long and written in your own words.

Reply Posts (30 possible points)

- Reply to at least two of your classmates' original posts with responses that are on topic, clearly related to the thread, and further the discussion of the original comment. For example, ask an interesting and related question, or share relevant information on the topic.
- Replies should be approximately 100-200 words long and written in your own words.
- Please reply early enough in the week to allow time for your classmates and instructor to respond.

Creates Conversation and Community (15 possible points)

- Respond to follow-up questions and comments posted to your initial post by your classmates and instructor during the week.
- All posts are written in a constructive and respectful tone.

Terminology, Sources, and Attribution (15 possible points)

- All posts accurately apply scientific concepts and use scientific terminology correctly (including spelling).
- Posts include background information based on credible sources of scientific information, where applicable, to support discussion. *
- All sources used are attributed to the original author with a citation or URL so that your classmates and instructor can locate and view the source. *
- If a post is based on an opinion, the post offers a well phrased and thought out position.

*Please review Academic Honesty Policies.

Please make every attempt to make your post in the forum as early in the week as you can during our first week of class. For the remaining weeks, your initial post will be due by Wednesday at 11:55 PM ET. This will allow your fellow classmates time to provide their comments on your post. All comments on other students' postings are due by midnight on Sunday of the week.

Research Project

This exercise is designed to have each student conduct research, assess and summarize his or her research findings, and present it in PowerPoint format. This will be like writing a research paper, except that the research findings will be presented in a briefer narrative form in PowerPoint, rather than as a research paper. Your presentation should include slides that contain a title, introduction to the topic, main body, summary and conclusions, and bibliography. Creative use of properly cited graphics and photos that are relevant to your topic is encouraged. The exercise has three primary purposes:

- 1) to show you are very familiar with the topic,
- 2) to become familiar with PowerPoint software as it is a common tool in business, education, and government, and
- 3) to express your knowledge in a presentation format - efficient and understandable, captivating for your audience.

Please check the assignment instructions for the details on the research project.

Goals of this project include encouraging development of research skills, familiarization with presentation of academic material, and practice in communicating research to an "audience".

Quizzes

Weekly quizzes will be used to test your understanding of the readings and discussions of that week, and will be posted in the “Tests and Quizzes” area of our classroom. They are made up of multiple choice questions that are to be carefully read and answered. They are due by the end of each week. You are not to collaborate on quizzes – all work must be your own.

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

Grading:

Name	Grade %
Forums	24.00 %
Forum 1	3.00 %
Forum 2	3.00 %
Forum 3	3.00 %
Forum 4	3.00 %
Forum 5	3.00 %
Forum 6	3.00 %
Forum 7	3.00 %
Forum 8	3.00 %
Research Project	20.00 %
Assignment 1 Research Project (1)	20.00 %
Quizzes	56.00 %
Quiz # 1 Week 1 Introduction	7.00 %
Quiz # 2 Week 2 Europe and Russia	7.00 %
Quiz # 3 Week 3 North, Middle, and South America	7.00 %
Quiz # 4 Week 4 Subsaharan Africa	7.00 %
Quiz # 5 Week 5 North Africa/Southwest Asia.	7.00 %
Quiz # 6 Week 6 South Asia and East Asia	7.00 %
Quiz # 7 Week 7 Southeast Asia	7.00 %
Quiz # 8 Week 8 Austral and Pacific Realms	7.00 %

Materials

Book Title: World Regional Geography: People, Places and Globalization – e-book available online, link provided inside the classroom in the Lessons section

Author: Berglee, Royal

Publication Info: University of Minnesota

ISBN: N/A

Required Technology

- See the Technology Requirements section of the undergraduate catalog for the minimum hardware and software requirements.
- Microsoft Office 365 is available to APUS students for free. To sign up, visit

<http://products.office.com/en-us/student>. If you have questions about accessing the software, please contact Classroom support at classroomsupport@apus.edu.

Course Guidelines

Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Tutoring

- [Tutor.com](#) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 15% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
 - “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
 - As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
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University Policies

Student Handbook

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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