

**Core Curriculum
Course Proposal Cover Sheet**

Department: ***Social Sciences***

College: ***COLFA***

Department Head: *Malcolm Cross*

Course Prefix & Number: GEOG 110

Course Title: World Regional Geography

Course Description: Introduction to the basic concepts of geography through a study of the major regions of the world. This course enhances the understanding of world events, lifestyles, environments, cultures, and conflicts and emphasizes thinking spatially to study human land relationships.

Please select the THECB Foundational Component Area for which this course is submitted.

Social and Behavioral Sciences

SOCIAL and BEHAVIORAL SCIENCE

FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM

Rationale: Please provide a rationale for the course which explains how the course being proposed fits into this component based on the component's description. For your convenience, the overall description and rationale for this component are included below.

Social and Behavioral Science (from THECB Chapter 4: 4.28)

- Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively
- Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills and Social Responsibility.

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Rationale for Inclusion in this Category:

GEOG110, World Regional Geography, should be included in the “Social & Behavioral Science” foundational component area. The course is designed to enlighten students in terms of both the cultural and physical diversity present within the world. This is achieved by deconstructing the world into constituent parts (i.e., regions) and identifying the dominant spatial distributions, patterns, and flows that exist within and between individual regions. Within this global framework, students come to appreciate the form and function of the world on a number of different spatial scales.

The course satisfies each of the afore-mentioned “core objectives.” Selected examples whereby this course fulfills these requirements are as follows:

- 1) **Critical Thinking Skills:** Students consider criteria used in the formulation of delineating space into “regions.” Students identify factors responsible for socio-demographic and economic circumstances and the implications of such situations on both a regional and global scale.
- 2) **Communication Skills:** Students consistently engage in small group and class discussions that explore significant geographic concepts in both an applied and theoretical context.
- 3) **Empirical and Quantitative Skills:** Students consistently engage in quantitative analyses that investigate levels of socio-demographic and economic levels of development across and within regions.
- 4) **Social Responsibility:** In exploring the global implications of various phenomena (e.g., population, food supply, energy consumption, pollution), students appreciate the interconnectivity of regions and how their individual behaviors impact (and are impacted by) people living in other parts of the world.

STUDENT LEARNING OUTCOME ALIGNMENT FORM
Social and Behavioral Science

Course Prefix/Number: GEOG 110

Course Title: World Regional Geography

Core Objective: Critical Thinking CT1: Students will be able to evaluate evidence in analysis, interpretation or arguments

Course SLO(s): Students will interpret and analyze spatial data via the use of multiple map types and at different spatial scales.

Learning Activities: classroom lectures, in-class discussions and activities, out-of-class assignments (e.g., short homework assignments).

Means of Assessment: essay-style interpretive essay on all tests.

Core Objective: Critical Thinking CT2: Students will be able to synthesize varied components of information to form a rational conclusion.

Course SLO(s): (1) Students will interpret and analyze spatial data via the use of multiple map types and at different spatial scales. (2) Students will quantitatively measure the degree to which regions vary with respect to individual and multiple measures of development.

Learning Activities: classroom lectures, in-class discussions and activities, out-of-class assignments (i.e., short homework assignments).

Means of Assessment: selected embedded multiple choice and “comparative” (e.g., comparing and contrasting various regions in terms of various criteria) questions on all tests.

Core Objective: Communication C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s): Students will recognize and understand the factors influencing the distribution of both physical and/or human phenomena.

Learning Activities: Classroom lectures, in-class discussions and activities, out-of-class assignments (e.g., short homework assignments and “term-long” assignment).

Means of Assessment: Submission of “term long” assignment (i.e., visual essay), maintenance of “blog” that explains and addresses questions on the part of both students and instructor regarding visual essay, student and instructor-based assessment of visual essay via distributed rubric.

Core Objective: Empirical and Quantitative Skills EQS1: Students will gather, interpret or use numerical data/observable facts to arrive at an informed conclusion.

Course SLO(s): (1) Students will quantitatively measure the degree to which regions vary with respect to individual and multiple measures of development. (2) Students will produce, analyze, and understand population pyramids from different regions and be able to address historical events leading to the present demographic situation and extrapolate a region’s future demographic structure. Students will then determine the factors responsible for historic, contemporary, and future demographic structures.

Learning Activities: Classroom lectures, in-class discussions and activities, out-of-class assignments (e.g., short homework assignments and “term-long” assignment).

Means of Assessment: Essay-style interpretive essay on all tests, selective embedded multiple choice and “comparative” (e.g., comparing and contrasting various regions in terms of various criteria) questions on all tests.

Core Objective: Social Responsibility SR1: Students will demonstrate an understanding of different cultural perspectives.

Course SLO(s): (1) Students will identify the cultural landscapes of many regions and know the factors contributing to such global cultural complexity. (2) Students will quantitatively measure the degree to which regions vary with respect to individual and multiple measures of development.

Learning Activities: Classroom lectures, in-class discussions and activities, out-of-class assignments (e.g., short homework assignments and “term-long” assignment).

Means of Assessment: Submission of “term long” assignment (i.e., visual essay), maintenance of “blog” that explains and addresses questions on the part of both students and instructor regarding visual essay, student and instructor-based assessment of visual essay via distributed rubric