

**Core Curriculum
Course Proposal Cover Sheet**

Department: ***Social Sciences***

College: ***COLFA***

Department Head: *Malcolm Cross*

Course Prefix & Number: GEOG 201

Course Title: The Geography of Texas

Course Description: This course uses the key concepts of regional geography to study the evolving character and nature of the different areas of Texas. The interaction of people and environment is used to study the economic development, social and political issues, urbanization, and other changes in Texas in the past and present.

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:

GEOG201, The Geography of Texas, should be included in the "Social & Behavioral Science" foundational component area. The course is primarily designed to enlighten students in terms of both the cultural and physical diversity present within Texas. This is achieved by deconstructing the State into constituent parts (i.e., regions) and identifying the dominant spatial distributions, patterns, and flows that exist within and between individual regions. Having stated this, spatial analysis of phenomena is not just confined to that which exists within Texas, but also with respect to that which exists within the United States. Within this regional and national context, students come to better understand the multifaceted nature of the geography of Texas.

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 various spatial scales (e.g., local, regional, national).
- 2) **Communication Skills:** Students consistently engage in both in-class discussions out-of-class activities that explore significant geographic concepts in both an applied and theoretical context. Additionally, students engage in weekly labs that require both written and graphic responses to questions related to spatial phenomena existing within Texas.
- 3) **Empirical and Quantitative Skills:** Students engage in quantitative-based labs (e.g., requiring mathematical analysis, probability analysis, map analysis) that investigate various spatial phenomena (e.g., segregation indices, gravity modeling, market area analysis, development modeling) within Texas.
- 4) **Social Responsibility:** The course explores both human and physical spatial phenomena on a number of scales (i.e., local, regional, national) largely in the context of systems analysis. In so doing, students come to recognize the high degree of interrelatedness among multiple human populations and the physical landscape. Students therefore come to appreciate the multiple consequences of their actions and of the actions of others living elsewhere.

STUDENT LEARNING OUTCOME ALIGNMENT FORM
Social and Behavioral Science

Course Prefix/Number: GEOG 201

Course Title: The Geography of Texas

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

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 interpret and analyze spatial data via the use of tabular data.

Learning Activities: Classroom lectures, in-class discussions and activities, labs, and tests.

Means of Assessment: Embedded test questions.

Core Objective: Critical Thinking CT2: Students will 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 acquire and interpret data from a variety of primary and secondary sources (both qualitative and quantitative) in order to recognize cultural and natural environments that exists at each of the local, regional, and national scale.

Learning Activities: Classroom lectures, in-class discussions and activities, labs, and tests.

Means of Assessment: Embedded test questions.

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 communicate appropriate spatial theory pertaining to human and physical phenomena on a number of different scales (e.g., local, regional, national).

Learning Activities: Classroom lectures, in-class discussions and activities, labs, assignment, and tests.

Means of Assessment Classroom discussion of published material using common 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): Students will recognize various spatial theories pertaining to human and physical phenomena on a number of different scales.

Learning Activities Classroom lectures, in-class discussions and activities, labs, assignment, and tests.

Means of Assessment: Embedded assignment and test questions.

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

Course SLO(s): Students will recognize the cultural and physical landscapes of many regions within Texas and know the factors contributing to such state-wide cultural and physical complexity.

Learning Activities: Classroom lectures, in-class discussions and activities, labs, assignment, and tests.

Means of Assessment: Embedded assignment questions.