



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: World Geography

Course Number: GEO 121

Credit Hrs. 4 Lecture Hrs. 4 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 4 Total Contact Hours: 70.4
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

A survey of world regions by level of economic development. A background of physical geography will be the introductory material, with later concentration focusing on the cultural aspects of different world regions.

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

- Recognize cultural geography by the connection between physical geography and human interaction.
- Demonstrate particular places/names on the globe/map.
- Recognize that geography is not always the primary determinant of peoples' behavior.
- Identify the continuing relationship between humans and their environment, both historically and contemporarily.
- Describe diversity of global cultures and the concept of sustainability.
- Research a topic and present a written presentation on that subject.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses*

- Recognize the connection between physical geography and human interaction. (DQP 4, 13)
- Demonstrate particular places/names on the globe/map. (DQP 13)
- Recognize that physical geography is not always the primary determinant of peoples' behavior. (DQP 10)
- Identify the continuing relationship between humans and their physical environment, both historically and contemporarily. (DQP 6, 12)
- Describe diversity of global cultures and the concept of sustainability. (DQP 6, 10)
- Research a topic and present a written presentation on that subject. (DQP 11, 14, 16)



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Suggested Methods of Instruction:

Lecture, discussion, videos and handouts.

Suggested Methods of Assessment and Evaluation:

May include: individual writing assignments, exams, class participation, quizzes and tests (short answer/essay).

Adopted Text at Time of Course Adoption/Revision:

- Johnson, *World Regional Geography*, 11th Edition

Optional Material: Readings/Handouts and Videos

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

Week 1:	Geography and Development
Week 2:	Geography and Development
Week 3:	Middle East and North Africa
Week 4:	Sub-Saharan Africa
Week 5:	South Asia
Week 6:	South Asia
Week 7:	East Asia
Week 8:	Southeast Asia
Week 9:	Australia
Week 10:	Latin America
Week 11:	Europe
Week 12:	Europe
Week 13:	North Eurasia
Week 14:	Central Asia
Week 15:	US and Canada
Week 16:	Final

Part 1 & Part 2 approved by CRDAP on: 11 20 15

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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PART 3:

LUMINA DQP OUTCOMES – Use this reference sheet for **PART 2** of Master Course Syllabus.

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012