Geg 112-3 Credits

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Course Description:

An introductory and general education elective course relating to the living and nonliving environments of the earth. Topics addressed include the weather and climate, landforms, solar energy, the hydrologic cycle, natural hazards, the atmosphere, and the physical landscape.

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Course Objectives:

After completing this course, students should be able to communicate the following:

Recognize the geographic patterns to the earth’s physical environment, including global patterns of climate, ecosystems, soils, and landforms. Since this is a geography course, place and
spatial pattern are very important. (online assessment)

Recognize basic environmental processes operating in the atmosphere, biosphere, hydrosphere and lithosphere that produce geographic patterns. (online assessment)

Recognize examples of the connections between the atmosphere, biosphere, hydrosphere and lithosphere. Everything is connected; there are no true “sound bites” when it comes to the environment. (online assessment)

Apply some of the technical skills required for the study of geography and the environment. Skills include reading, interpreting and creating maps, air photos, graphs, and charts. (online assessment, discussion board, final paper)

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Required Text:

This text is not available at the Doane College Bookstore. You can find it on Amazon and other internet bookstores. Locate a copy of this text!

http://www.amazon.com/Physical-Geography-Landscape-Appreciation-8th/dp/0131451391

Physical Geography: A Landscape Appreciation (8th Edition) [Hardcover] Tom L. McKnight (Author), Darrel Hess (Author)

ISBN-10: 0131451391


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Assessment and Grading Rubric
This course will consist of chapter tests and assignments, discussion board posts and a final paper. I will read all your assignments, but will not necessarily provide formal critiques on each assignment. If I see problems in your work I will provide necessary feedback.

We will be using a companion website with this course. You will fill out a “Profile” and your assessments will be graded and returned to you and a copy for me. A final paper will be completed and submitted by the conclusion of the course.

If you have any questions about your assignments and assessments, please let me know and I will give you assistance.

I will post assignments in advance so that you can work at your own speed. Final evaluation will follow the rubric provided. If you need additional time for your work due to illness or special situation please let me know and we can work out a different time schedule.

**Assessments and Assessment Policy:**

1. Complete online final chapter tests---- 65% of your final grade
2. Complete the final paper----- 25%
3. Complete weekly online discussion board questions….10%

**Academic Integrity Policy**

*The Doane College Academic Integrity Policy will be adhered to in this class. All projects and tests will represent your own work. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the dean of undergraduate studies.*

**Grading Scale**

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- Below 60 F
I have a set of grading standards that I plan to follow on each area of the work in this course. See Grading Standards.

Grading Standards

The text below defines the outlines of the standards for the grades of A, B, C, D, and F, in my classes at Doane College.

A implies excellence in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the highest level of professionalism in my classes. The work is, on the whole, not only clear, precise, and well-reasoned, but insightful as well.

B implies above average in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next level of professionalism in my classes. The work is, on the whole, not only clear, precise, and well-reasoned, but does not have the depth of insight.

C implies average in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next assessment level in my classes. The work is, on the whole, inconsistently clear, precise, and well-reasoned, and does not have the depth of insight or even consistent competence. This level of work is not acceptable for consideration for continuation in either undergraduate or graduate courses.

D implies below average work in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next assessment level in my classes. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The work is also inconsistently clear, precise, and well-reasoned, and does not have the depth of insight or even consistent competence. This level of work is not acceptable for consideration for continuation in either undergraduate or graduate courses.

F implies unacceptable work in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next assessment level in my classes. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The work is also inconsistently
clear, precise, and well-reasoned, and does not have the depth of insight or even consistent competence. This level of work is not acceptable for consideration for continuation in either undergraduate or graduate courses.

Caveat: Due to the constructivist nature of this course the above schedule and procedures are subject to change in the event of extenuating circumstances.