

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Public Affairs and Social Research

Person Making Request: William Manger

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Course Number and Title: GEOG 1303: General World Geography

Please attach in separate documents:

Completed Catalog Add/Change Form

Syllabus

*The following learning outcomes will be standardized across syllabi. Upon discretion of each instructor other outcomes may be added as deemed necessary.

List the student learning outcomes for the course (Statements of what students will know and/or be able to do as a result of taking this course. See appended hints for constructing these statements.)

Upon successful completion of this course, the student will:

1. Identify and contrast the location of the world's regions, countries, major cities, and physical features, and analyze their importance.
2. Describe the major characteristics of the physical environments of each world region, including climate and landform processes such as glaciers, plate tectonics, and river systems of each region.
3. Synthesize geographic concepts and theories used to explain world patterns and distributions of population, culture, states, and economic and social development.
4. Differentiate the world's regions and compare and contrast their interconnections.
5. Understand differences and commonalities between diverse cultures.
6. Understand their role and responsibilities as citizens in an increasingly global and multicultural world.
7. Interpret quantitative indicators regarding the state of a country's development and population patterns.
8. Communicate effectively in a final essay that describes the impact of globalization on a world region, including a discussion of its positive and negative effects.

Critical Thinking: includes creating thinking, innovation, inquiry and analysis, evaluation, and synthesis of information (SLOs: 1, 2, 3, 4, 5).

Communication Skills: include effective written, oral, and visual communication. (SLO: 1, 2, 8)

Empirical & Quantitative Skills: includes the manipulation and analysis of numerical data or observable facts resulting in informed conclusions (SLO: 7)

Social Responsibility: includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. (SLOs: 4, 5, & 6)

Component Area for which the course is being proposed (check one):

Communication

Mathematics

Language, Philosophy, & Culture

Creative Arts

Life & Physical Sciences

American History

Government/Political Science

Social & Behavioral Science

Component Area Option

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

Critical Thinking
 Communication Skills
 Written Communication
 Oral Communication
 Visual Communication
 Empirical & Quantitative Skills

Teamwork
 Personal Responsibility
 Social Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessment assigned in your course must include assessment of core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking: This course is designed to develop students' critical thinking skills in geography through the use of creative thinking and the analysis, evaluation, and synthesis of geographic information. Students will develop critical thinking skills through a final essay in which they are required to critically examine the impact of globalization on one region of the world. The assignment selected will be assessed using the University rubric on critical thinking.

Communication Skills: Students will be required to write a 1,500-2,000 word final essay that can be used to assess all four competency areas (Critical Thinking, Communication Skills, Empirical & Quantitative Skills, and Social Responsibility). In addition to the effective development, interpretation, and expression of ideas through grammatically correct essays, the final paper will increase students' understanding of the many issues that face the world today and their role in an increasingly globalized and multiethnic world. The communications rubric will be used to assess students' performance on this essay.

Empirical & Quantitative Skills: Within their essays, students will be required to interpret and analyze a variety of numerical indicators presented in class and the text regarding the state of a region's economic and social development and population patterns. This analysis and interpretation will serve as a means to assess students' empirical and quantitative skills. The University rubric on Empirical and Quantitative Skills will be used to assess students' work.

Social Responsibility: Students' essays must identify, describe, and analyze the impact of globalization on a selected region of the world. This analysis will include an explanation of how globalization has impacted the region's physical environment, natural resources, communication systems, economic and social development, political system, cultural make-up, and its relationship to other parts of the world. The essay will also include a proposed solution for dealing with globalization that incorporates a description of the civic responsibility of the students in regard to their interaction with other parts of the world. Students will be expected to include relevant research, as needed, to support their views. The social responsibility rubric will be used to assess this core curriculum competency.

The following assignment will cover all competency areas in an essay: Critical Thinking, Communication Skills, Empirical & Quantitative Skills, and Social Responsibility.

Assessment/Assignment: The following assignment will cover all competency areas in a final essay. Each student will submit a well-written, 1,500-2,000 word essay in which they identify, analyze, and explain the impact of globalization (positive and negative impacts) on one particular region of the world. The assignment is worth ten percent of the course grade. Group members who do not contribute to the project will not receive credit for the assignment.

Will the syllabus vary across multiple sections of the course? Yes No
If yes, list the assignments that will be constant across the sections:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every five (5) years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their courses.

Reviewed and approved by the Core Curriculum Committee on March 22, 2013.