

**Basic Course Information**

Semester:	<b>Fall 2019</b>	Instructor Name:	<b>Austen Thelen</b>
Course Title & #:	<b>Physical Geography: GEOG 100</b>	Email:	<b>austen.thelen@imperial.edu</b>
CRN #:	<b>10552</b>		
Classroom:	<b>Online (Canvas)</b>	Office #:	<b>807 F</b>
Class Dates:	<b>August 19 – December 14</b>	Office Hours:	<b>Live: Tuesdays and Thursdays: 2:30-3:30 pm Online: Mondays and Wednesdays: 5:00pm -6:00 pm</b>
Class Days:	<b>Every Day</b>	Office Phone #:	<b>(760) 355-6537</b>
Class Times:	<b>Always Accessible</b>	Emergency Contact:	<b>Elvia M. Camillo Staff Secretary Behavioral &amp; Social Science Department Imperial Valley College 380E. Aten Rd. Imperial, CA 92251(760) 355-6144</b>
Units:	<b>3</b>		

**Course Description**

An introduction to the physical characteristics of the earth. Topics include: climate, land forms, natural vegetation, and the water and mineral resources of the earth. (CSU,UC)

**Course Prerequisite(s) and/or Corequisite(s)**

There are no prerequisites for GEOG 100.

**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to: 1. Demonstrate your understanding of geographic patterns of a specific locale by analyzing the flora, fauna, and weather patterns in relation to its physical setting. (ILO1, ILO2, ILO3, ILO4, ILO5) 2. Analyze current spatial geographic events using the Five Themes of Geography. (ILO1, IOL2, IOL4) 3. Explain Plate Tectonics and how it has influenced landform formation. (ILO1, ILO2, ILO4, ILO5)

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:

1. Explain seasonal, latitudinal, and elevation-based climatic variation.
2. Understand the relationships between weather, climate, water, soils, vegetation, and landforms.

3. Visually recognize physical landforms and understand their importance to settlement patterns and land use.
4. Be able to explain plate tectonics and how it has influenced landform formation.
5. Discuss the erosional and depositional forces at play in landform modification.
6. Understand and apply the “five themes of geography.”

### **Textbooks & Other Resources or Links**

1. Hess, Darrel (2013) McKnight’s Physical Geography Third California Edition. Pearson ISBN 1269144375
2. “Google Earth Pro” <https://www.google.com/earth/versions/#earth-pro>

### **Course Requirements and Instructional Methods**

In this course, we will utilize several methods of instruction, including lectures, the textbook, multi-media presentations, lab assignments (Google Earth), current events research and discussion, along with discussions in each module.

**Lectures:** Each module contains a lecture presentation in the form of a .pdf document. Additionally, optional video explanations are also available for each lecture.

**Textbook:** All assigned readings from this course come from McKnight’s Physical Geography Third California Edition, the required text. Students should read the assigned material before lectures related to the topics covered in the various reading assignments. Students must complete reading quizzes, covering the assigned readings, before each quiz’s posted due date.

**Discussions:** Each module has a discussion board. Students must participate in each discussion in the form of one original post, and one response post per module. Original posts must contain at least 50 words, and response posts must contain 25 words to receive full credit. Discussion posts are due at each module’s due date. Late posts may be considered for partial credit.

**Current Event Assignment:** Each student must select one news article, or several news articles covering one event, that he or she finds relevant to one of the topics covered during the course of this semester.

**Google Earth Assignments:** Students will complete three assignments using the program Google Earth, which is available for download free of charge.

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### **Course Grading Based on Course Objectives**

Reading Quizzes: 12 quizzes worth 10 points each – 120 points total

Discussion Boards: 12 discussions worth 10 points each – 120 points total  
3 Google Earth assignments worth 25 points each – 75 points  
Current Event Assignment: 35 points  
Midterm Exam: 75 points  
Final Exam: 75 points

A: 450 – 500 points  
B: 400 – 449 points  
C: 350 – 399 points  
D: 300 – 349 points  
F: 299 – points and fewer

Late Work Policy: Any late assignments may be turned in for partial credit (up to 80%) before the end of the semester.

### **Attendance**

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### **Classroom Etiquette**

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of

support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

### **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

**Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

**Anticipated Class Schedule/Calendar**

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1: August 19 - 23	Syllabus & Introduction	Acquire course materials, become familiar with Canvas and the course.
Week 2: August 24-30	Module 1: What is geography? Earth Sun Relationship – Seasons and Seasonality – Geographic Grid Maps and Map Projections	Read Chapters 1&2 <b>Module 1 Discussion and Quiz due August 30</b>
Week 3: August 31- September 6	Module 2: The Atmosphere, Insolation and Temperature Pressure and Wind	Read Chapters 4&5 <b>Module 2 Discussion and Quiz due September 6</b>
Week 4: September 7- 13	Module 3: Moisture in the Atmosphere – Hydrology – Adiabatic Processes	Read Chapter 6 <b>Module 3 Discussion and Quiz due September 13</b>
Week 5: September 14- 20	Module 4: Storms and Atmospheric Disturbances	Read Chapter 7 <b>Module 4 Discussion and Quiz; Google Earth Assignment 1 due September 20</b>
Week 6: September 21- 27	Module 5: Global Climates and Climate Change	Read Chapter 8 <b>Module 5 Discussion and Quiz due September 27</b>
Week 7: September 28- October 4	Module 6: The Hydrosphere	Read Chapter 9 <b>Module 6 Discussion and Quiz due October 4</b>
Week 8: October 5 – 11	<b>Review Week</b>	
Week 9: October 12-18	<b>Mid-Term Exam</b>	<b>Mid-Term Exam due October 18</b>

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 10: October 19-25	Module 7: The Biosphere and Biogeography	Read Chapter 10  <b>Module 7 Discussion, Quiz, and Current Event Assignment due October 25</b>
Week 11: October 26- November 1	Module 8: Geomorphology and Plate Tectonics	Read Chapters 13&14 <b>Module 8 Discussion and Quiz due November 1</b>
Week 12: November 2-8	Module 9: Erosion and Fluvial Dynamics	Read Chapters 15 and 16 <b>Module 9 Discussion and Quiz; Google Earth Assignment 2 due November 8</b>
Week 13: November 9- 15	Module 10: Arid Lands	Read Chapter 18 <b>Module 10 Discussion and Quiz; Google Earth Assignment 3 due November 15</b>
Week 14: November 16- 22	Module: 11 Glaciers and Glaciation	Read Chapter 19 <b>Module 11 Discussion and Quiz due November 22</b>
Week 15: November 23- 29	<b>Thanksgiving Break</b>	
Week 16: November 30- December 6	Module 12: Coastal Processes	Read Chapter 20 <b>Module 12 Discussion and Quiz due December 6</b>
Week 17: December 7-13	<b>Final Exam</b>	<b>Final Exam due December 13</b>

**\*\*\*Tentative, subject to change without prior notice\*\*\***