

Basic Course Information

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|-------------------|---------------------------------------|---------------------|--|
| Semester: | Fall 2021 | Instructor Name: | Samuel Cortez |
| Course Title & #: | California Geography: GEOG 140 | Email: | samuel.cortez@imperial.edu |
| CRN #: | 10552 | Webpage (optional): | |
| Classroom: | ONLINE | Office #: | |
| Class Dates: | Oct 11, 2021 - Dec 11, 2021 | Office Hours: | Virtual Office Hours Personal Meeting ID 232 128 3711 |
| Class Days: | ONLINE | Office Phone #: | |
| Class Times: | ONLINE | Emergency Contact: | Elvia M. Camillo (760)355-6144 Staff Secretary Behavioral & Social Science Department |
| Units: | 3.0 | Class Format: | ONLINE |

Course Description

This course thematically covers various issues faced by the state of California that are relevant to the discipline of geography, including water resources, vegetation patterns, landforms and geomorphology, climate, agriculture, cultural landscapes, ethnic diversity, urbanization and economic patterns. Special attention is paid to human-environment interactions that have resulted in the formation of California's unique human and cultural landscapes. (C-ID GOEG 140)

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

None

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Analyze the physical processes that shape California's natural environments.
2. Evaluate the use of natural resources in California in the development of both the state's human and physical landscapes.
3. Identify the origins, placement and future trends of California's economy, including agriculture, industry and services

Course Objectives

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

1. Examine the physical processes that shape California's natural environments.
2. Analyze the use of natural resources, especially water, within California as they apply to the state's economic and cultural development.
3. Analyze the influence of California's various ethnic groups in terms of their roles in shaping the state's cultural landscapes.
4. Evaluate the origins and development of industry and agriculture in California.
5. Compare patterns of urban development in California and evaluate current and future trends in urbanization.

Textbooks & Other Resources or Links

William A. Selby 2019. *Rediscovering the Golden State - California Geography* 4th Ed. Hoboken. Wiley ISBN: 978-1-119-49314-3.

If you would like to look at other options such as all-digital, or rent options, please go here <https://customer.wiley.com/include/studentchoice/Student Choice Wiley Redirection.html>

You may find older editions like the 3rd edition at the bookstore or at off campus options such as Amazon.com, Barnes and Noble and local bookstores at lower costs. The disadvantage is that some material may be outdated and the pages for assigned readings may not match.

Course Requirements and Instructional Methods

Regular and Effective Contact Policy for Distance Education

All distance education courses at Imperial Valley College, whether hybrid or fully online, will include regular effective contact as described below:

1. **Initiated interaction and frequency of contact.** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Distance education courses are considered the “virtual equivalent” of face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday, is desirable but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.
2. **Establishing expectations and managing unexpected instructor absence.** An instructor and/or department-established policy describing the frequency and timeliness of instructor-initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (a week or more), a substitute instructor should be sought who can assist students while the instructor is unavailable. If, for whatever reason, a faculty member is unable to comply with the regular, timely, and effective contact guidelines set forth, students must be informed via email or high priority announcement as to when they can expect regular, timely, and effective contact to resume.
3. **Type of Contact** Regarding the type of contact that will exist in all Imperial Valley College distance learning courses, instructors will use the following resources to maintain contact with students:
 - a. Orientation material;

- b. Weekly announcements in the course management system;
- c. Threaded discussion boards within the course management system with appropriate instructor participation (“Questions for the Instructor” forums are good, but should be used in conjunction with other forums);
- d. Email contact within or outside Blackboard (response to student emails recommended within 24-48 hours); and
- e. Timely feedback for student work (recommended within 7-10 days).
- f. Participation in online group collaboration projects
- g. Face-to-face informal meetings (e.g. review sessions)
- h. Face-to-face formal meetings (e.g. regular, scheduled class sessions)
- i. Regular podcasts
- j. Virtual Office hours via the chat function in the course management system or other synchronous systems such as CCC Confer.
- k. Other as appropriate

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.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

CANVAS

Access to Canvas is extremely important for this class since the class is fully online; all of the content for the class is on canvas.

You need to login into [Canvas Student Login](#) and then go into the course. You can also use CANVAS to email your fellow students or myself. 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.

You may also chat with someone live about your issue at <https://cases.canvaslms.com/liveagentchat?chattype=student&sfid=001A000000YzURSI3> If you need additional training using canvas you may go here <https://training-portal-prod-pdx.insproserv.net/pages/tutorial>

Here is an overview of the key areas of the course, each of which can be accessed from the course menu:

- **Announcements** houses—you guessed it!—my announcements.
- **Syllabus** contains information that you will use throughout the course: the syllabus and schedules. A list of course assignments with due dates can also be found here.
- **Modules** contains everything you need for each week of our course. Simply click “next” to move from one item to the next in the week’s module.

- **Quizzes** provides one-click access to weekly quizzes and occasional surveys.
- **Discussions** contains links to our weekly discussions as well the Q&A Discussion. Weekly discussions are housed in their modules as well.
- **Assignments** offers a list of essay and project assignment as well as other graded assignments. You will find each of these items in its module as well.
- **Grades** lists your scores and the points possible for all assignments. Most quiz grades are posted immediately after completion, while other assignments requiring instructor grading will be posted 3-7 days later. You can access your graded work and my feedback by clicking on the item and/or rubric. You will also see your current total points and percentage. You can even see how your total grade will change with future scores using the “What if” feature!
- **Virtual Office** connects you to the Zoom videoconferencing room where we will hold virtual office hours.
- **Calendar (global menu)** includes all assignments with due dates; you can choose which courses to display.
- **Inbox (global menu)** is where you can send messages to me and to your group.
- **Help (global menu)** connects you to the [Canvas Guides](#), our support hotline, and a variety of other support.

Course Grading Based on Course Objectives

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|-------------------------------------|-------------------------------------|---|
| Map Quizzes..... 5x20= | 100 points | Your grade will be determined based on the following grading scale: 900-1000 A 800-899 B 700-799 C 600-699 D < 600 F |
| Exams..... 3x100= | 300 points | |
| Discussions: | | |
| a. News discussions..... (4x50)= | 200 points | |
| Chapter brief quizzes..... (12x15)= | 180 points | |
| Key Concepts (12x18)= | 220 points (ch1&2=20 points) | |
| TOTAL POINTS | 1000 Points | |

MAP QUIZZES

There will be **five map quizzes** during the semester, worth **20 points** each for a total of **100 points**. There will be approximately at least one map quiz every other week of class. These quizzes will need to be completed by the deadline, failure to complete by the deadline will result in the loss of those points. You may not make up quizzes unless you fit any of the extraordinary circumstances mentioned above. The map quizzes will test your ability to properly locate and identify locations of important cities, counties and physiographic features of the state of California. With enough lead time I will provide a study guide for you to study the appropriate maps. You may also refer to the following on-line atlases:

[World Atlas](#)

[Nystrom Desk World Atlas](#)

[DK World Atlas](#)

You may get any general map of the state of California such as those you get at AAA. Any other hard copy atlases such as

Goode, J. P., Espenshade, E. B., & Rand McNally and Company. (2010). *Goode's world atlas*. Chicago: Rand McNally may be found at the library and may be useful in preparing for these quizzes.

BRIEF CHAPTER QUIZZES

At the conclusion of each chapter there will be a short quiz typically not longer than 10 questions and worth **15 points** for each chapter; notice that in some weeks we may have 2 of these brief quizzes due to the abbreviated nature of this 8-week session. These are questions that come directly out of your textbook readings and lectures. These quizzes will consist of multiple-choice questions and they are simply to help you review some of the main concepts or ideas presented in the textbook chapters. There will usually be a window of no more than two weeks for you to complete them; these quizzes will be available the week that a particular chapter is covered in the class. The deadline will usually be at the end of the week the chapter was covered and they will not be available a week after the deadline, however if you submit your quiz after the deadline points may be deducted. These quizzes cannot be made up after the two-week window. If there is an emergency situation or some extenuating circumstances, as spelled out in the syllabus, will require official documentation and must be communicated to the instructor prior to the quiz deadline in order for a quiz to be made up. Non-emergency or non-extenuating situations such: "I had to work" or "I was out of town" will not warrant a makeup. These are low stakes quizzes that are setup as a review and to keep up to date with the material being covered in class; some of these questions may be used in the regular exams.

EXAMS

There will **three** multiple choice exams each worth **100 points**; the exams will consist of material covered before the exam. The final exam will be non-cumulative and cover material from after the two first exams. I will provide detailed study guides prior to each of the exams. The exams will be timed and you will have multiple opportunities to take it before the deadline. If the exam is taken after the deadline points will be deducted based on how many days past the deadline you submitted the exam.

CALIFORNIA GEOGRAPHY IN THE NEWS DISCUSSIONS

Discussions on canvas: about every other week, I will post some news articles in the discussion board of canvas about items discussed in class about California that come up in the news. Your task is to read a minimum of one of the articles posted and write a response. Your response should include a minimum of two well written, well thought out paragraphs; one paragraph should be about what the article discusses; the second paragraph should be about how the articles relates to the particular topics discussed in class. Remember that a paragraph is technically a minimum of 5-6 sentences. There will be **four** of these discussions worth **50 points** for a total of **200 points**; if you post them past the deadline, you may not get credit or may get only partial credit if posted late. Please note that this class is not designed for memorization and regurgitation. Rather, in this class, I want you to think critically about how the physical and cultural geography of California interacts with our human endeavors and how they affect your lives in our local area of California, or the whole state, or of the country as well as of a global scale. I want you to find some relevance of what we are learning in class to what is happening outside and beyond college life.

KEY CONCEPT/TERMS/VOCABULARY ASSIGNMENT

These concepts/terms/vocabulary are found at the end of each chapter and it is strongly suggested that they are completed as you read the assigned pages. The questions consist of key geography terms and concepts covered in the lectures and found in the reading. Short chapter quiz and Exam questions come from this material. The questions will be posted on canvas for each chapter and will have specific deadlines. Your task is to define each of the terms/key concepts as provided to you in a template and submit them by the deadlines. I will be providing a word document containing a template with the required key concept questions. Your answers need to come from the textbook in the context of California Geography, simply googling the answers may not give you the correct answers in the context of California Geography. Each set of questions (there will be 12 of them one for each chapter) is worth **18**

points (chapter 1 & 2 will be worth **20** points) for a total of **220 points**.

Missed Quizzes

If you miss the deadline for an online quiz or exam in this class, you may have an additional opportunity to re-submit; be aware that points may be taken off with each re-submission or if submitted after the deadline.

Late/Missed Assignments

Assignments submitted after the due date will not receive full credit; points will be deducted based on how late past the deadline they are submitted.

Course Policies

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.

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

CLASSROOM ETIQUETE

- **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, only students enrolled in the class may attend; children are not allowed.

How do I act differently if I have an on-ground class during COVID?

- 1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
 - a. Even if your symptoms are mild, stay home.
 - b. Email your instructor to explain why you are missing class.
 - c. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.
 - d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
 - e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
- 2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**
 - a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
- 3. BRING A MASK TO CLASS (and always wear it).**
 - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
- 4. GO DIRECTLY TO YOUR CLASSROOM.**
 - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.
- 5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
 - a. Your classroom is equipped with cleaning supplies. Use them as needed.
- 6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
 - a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
- 7. BRING YOUR OWN FOOD AND DRINKS.**
 - a. There is no food service currently offered on campus.

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 (!!!!)].

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor’s directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

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.

How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);

Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Other Course Information

STUDENTS 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.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's 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](#).** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#).** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **[Career Services Center](#).** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **[Child Development Center](#).** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

DISABLED STUDENT PROGRAM AND SERVICES

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. When campus is open, the DSP&S office is 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, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit 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 for appointments, or when campus reopens visit Room 1536, for 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 in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

EXTENDED OPPORTUNITY PROGRAM AND SERVICES

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also, under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures.

STUDENT EQUITY PROGRAM

The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at

<https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

Anticipated Class Schedule/Calendar

*This calendar is subject to change, but not without fair notice.

| DATE OR WEEK | ACTIVITY, ASSIGNMENT, AND/OR TOPIC | READING |
|------------------------------|---|---|
| Week 1 Module: October 11 | <ul style="list-style-type: none"> • Introduction to the Class • Chapter 1 Getting to know the Golden State • Chapter 2 Geologic History and Processes • | Read Ch. 1 Pgs. 1-39 Read Ch. 2 Pgs. 40-63 |
| | Assignments | |
| | <ul style="list-style-type: none"> • Ice breaker- due Sunday October 17 by 11:59 pm • Syllabus Quiz- due Saturday October 16 by 11:59 pm • Chapter 1 and 2 brief quiz due Sunday October 17 by 11:59 pm | |
| Week 2 Module: October 18 | <ul style="list-style-type: none"> • Chapter 3 Modern Geology and Geomorphology: CA's Recent, Current and Physical Landscapes | Read Ch. 3 Pgs. 64-103 |
| | Assignments | |
| | <ul style="list-style-type: none"> • <i>California Geography News discussion #1</i> Available Monday 10/18 due Friday 10/22 by 11:59 pm • Map Quiz # 1: California Geomorphic/Physiographic regions available Monday 10/18 <i>due</i> Saturday 10/23 by 11:59pm • Chapter 3 brief quiz due Sunday 10/24 by 11:59 pm | |
| Week 3 Module: October 25 | <ul style="list-style-type: none"> • Chapter 4 California's Weather and Climate • Chapter 5 Biogeography: Distribution of Plants and Animals | Read Ch.4 Pgs. 104-141 Read Ch. 5 Pgs. 142-199 |
| | Assignments | |
| | <ul style="list-style-type: none"> • Chapter 4 and 5 brief quiz due Friday 10/29 by 11:59 pm • Key Concept/vocabulary questions for chapters 1-4 due Saturday 10/30 by 11:59 pm • Exam #1 Ch 1-4 Available Tuesday 10/26 due Sunday 10/31 by 11:59 pm | |



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| Week 4 Module: November 1 | <ul style="list-style-type: none"> • Chapter 6 Water Resources: Hydrology of California • Chapter 7 Human population and Migration in CA | Read Ch. Pgs. 200-249 Read Ch. 7 Pgs. 261-297 |
| Assignments | | |
| | <ul style="list-style-type: none"> • <i>California Geography News discussion #2</i> Available Monday 11/1 due Friday 11/05 by 11:59 pm • Map Quiz #2: CA Bioregions and Climate regions available Monday 11/1 due by Saturday 11/06 by 11:59 pm • Chapter 6 and 7 brief quiz due Sunday 11/07 by 11:59 pm | |
| Week 5 Module: November 8 | <ul style="list-style-type: none"> • Chapter 8 California's Ethnic Groups, Cultures and Lifestyles • Read Chapter 9 Primary Industries and Rural Landscapes | Read Ch. 8 Pgs. 298-358 Read Ch. 9 Pgs. 359-407 |
| Assignments | | |
| | <ul style="list-style-type: none"> • Key Concept/vocabulary questions for chapters 5-8 due Friday 11/12 by 11:59 pm • Chapter 8 and 9 brief quiz due Saturday 11/ 13 by 11:59 pm • Exam #2 Ch 5-8 Available Tuesday 11/09 due Sunday 11/14 by 11:59 pm | |
| Week 6 Module: November 15 | <ul style="list-style-type: none"> • Chapter 10 California Modern, Advanced Economies | Read Chapter 10 Pgs. 408-460 |
| Assignments | | |
| | <ul style="list-style-type: none"> • <i>California Geography News discussion #3</i> Available Monday 11/15 due Friday 11/19 by 11:59 pm • Map Quiz #3: CA Rivers and Lakes available Monday 11/15 due Saturday 11/20 by 11:59 pm • Chapter 10 brief quiz due Sunday 11/21 by 11:59 pm | |
| Thanksgiving Holiday November 22-26- No classes or activities | | |
| Week 7 Module: November 29 | <ul style="list-style-type: none"> • Read Chapter 11 California Urban Landscapes | Read Chapter 11 Pgs. 461-515 |

| | Assignments | |
|----------------------------------|--|-------------------------------------|
| | <ul style="list-style-type: none"> • California Geography News discussion #4 Available Monday 11/29 due Friday 12/03 by 11:59 pm • Map Quiz #4: CA Counties available Monday 11/29 due Saturday 12/04 by 11:59 pm • Map Quiz #5: CA Major Cities available Monday 11/29 due Saturday 12/04 by 11:59 pm • Chapter 11 brief quiz due Sunday 12/05 by 11:59 pm | |
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| Week 8 Module: December 6 | <ul style="list-style-type: none"> • Read Chapter 12 Applying Geographic Concepts to Explore California | Read Chapter 12 Pgs. 516-544 |
| | <ul style="list-style-type: none"> • Chapter 12 brief quiz due Thursday 12/09 by 11:59 pm • Key Concept questions for chapters 9-12 due Friday 12/10 by 11:59 pm • Exam #3 Ch. 9-12 Available Monday 12/06 due Saturday 12/11 by 11:59 pm | |
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*****Subject to change but not without prior notice*****