

### Basic Course Information

Semester	<b>Fall 2020</b>	Instructor's Name	<b>Samuel Cortez</b>
Course Title & #	<b>California Geography: GEOG 140</b>	Instructor's Email	<a href="mailto:samuel.cortez@imperial.edu">samuel.cortez@imperial.edu</a>
CRN #	<b>11197</b>		
Room	<b>Online (Canvas)</b>	Office	
Class Dates	<b>August 24-December 12, 2020</b>		<b>Virtual office hours by Appointment (on zoom)</b>
Class Days	<b>Every Day</b>	Office Phone #	
Class Times	<b>Always Accessible</b>	Who students should contact if emergency or other absence	<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 Units</b>		

### 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. (CSU, UC)

### 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* 4<sup>th</sup> 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 3<sup>rd</sup> 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**

California Geographer Richard Hyslop says, “California is unique in many ways, and the variety and complexity of its physical and human geography is unparalleled in comparison with the other 49 states.” Although this may seem a bold assertion, the fact remains that California has represented the leading edge of styles, attitudes, fashions, and environmental, political, and social movements for many years. We can categorically say the Golden State does seem to be composed of some of the best (and some of the most troubling) of varied elements—a truly eclectic mix. In conjunction with lectures, course material will be covered through readings, mapping assignments, on-line discussions, written assignments and videos which students will access through Canvas. Textbook: All assigned readings from this course come from the required text. Learning activities in each weekly module are based on assigned readings.

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**

Map Quizzes.....5x20=	<b>100</b> 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=	<b>300</b> points	
Discussions:		
a. CA News .....(5x40)=	<b>200</b> points	
Reflections.....(5x40)=	<b>200</b> points	
Key Concepts/vocabulary.....(12x16)=	<b>200</b> (ch1 & 2=20 points)	
<b>TOTAL POINTS</b>	<b>1000 Points</b>	

**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.

## 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.

## CULTURAL 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 **five** of these discussions worth **40 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.

## CALIFORNIA GEOGRAPHY REFLECTIONS

**Four** times during the course I will be asking you to reflect on the learning that has taken place during the past weeks. You will be asked to write a reflection on the topics (usually textbook chapters) we are discussing that week. You will be asked to write a minimum of one full paragraph (5-6 sentences) and submit it for a grade. On most reflections there will be more than one topic to reflect upon and thus you will be required to write at least one paragraph per topic. In this assignment you must also provide references from class materials such as the textbook, lecture PowerPoints and study guides. 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.

## 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. Exam questions come from these materials. 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 worksheet and submit them by the deadlines. I will be providing a word document 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 **16 points** (chapter 1 & 2 will be worth **20 points**) for a total of **200 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.

## **Attendance**

**Students must log in to the course Canvas page on the first day of class, if the student does not log-in the course within the first 5 days of the beginning of the semester (or late registration), he/she will be automatically dropped from the course.**

- 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; official documentation will be required.

## **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.
- Students must adhere to the principles of Online Netiquette (See the following section).
- class may attend, including children

## Online Netiquette

Netiquette is a set of guidelines for good behavior in an online environment. It is etiquette for the Internet and knowing these social rules can help you have a more rewarding class. The netiquette guidelines discussed here are ones that are especially important in our online classroom.

1. **Participate.** Reading the posts of others is helpful for you, but you must also do your part to be helpful for the group. Share your ideas to strengthen our discussion, and don't wait until the last minute to contribute. Encourage others to participate by responding to their ideas. Be involved, but do not dominate a forum with too many posts.
2. **Remember the human.** This common Internet mantra means that even though we may not be face to face, there is a real person behind each discussion-board post. Do not write something that you would not feel comfortable saying in a traditional classroom setting. Discuss ideas, not people. In other words, do not attack a classmate for expressing his or her opinion; instead, discuss your position on the *ideas* that have been presented.
3. **Be kind and understanding** with your classmates to keep our environment positive and productive.
4. **Help others.** We will be working together all semester, so let's try to be a good team. If you can help a classmate with a question, please do! Your efforts will be appreciated by both students and instructor.
5. **Respect another people's time.** The subject line for each post should tell readers the specific topic of that post. Instead of "Discussion 2," give us a preview of your post with the subject. Your post should be focused, organized, and clear. It should not be a wandering discussion that has no clear purpose. Another way to respect people's time is to look for answers before asking for help. For example, if you can't find something in blackboard or you don't remember when an assignment is due, look through the syllabus and other course documents for the answer. Only ask for help when you truly need it.
6. **Edit and proofread before posting.** We have lots of posts to read, so yours needs to be as clear as it can be. It should be organized and written in standard English. Not fixing misspellings and other errors tells your readers that you don't value their time and you don't care if they get frustrated trying to understand you. This does not build good will. Avoid slang and unfamiliar abbreviations for the same reason.
7. **Don't shout.** TYPING IN ALL CAPITALS MEANS YOU ARE SHOUTING AT US! Don't do it. The same can be said of repeated exclamation marks!!!!!!!!!!
8. **Use emoticons sparingly.** Social networking and texting have given us lots of fun keyboard shortcuts to add tone to a message. Because a smiley face or wink can help to establish the intended tone of a comment, you are welcome to use common emoticons occasionally. Too many emoticons can make your writing look more casual than academic, so don't overdo it. 😊
9. **No flaming.** "Flaming" is an angry message, often directed at another person. When another person responds in anger, we have a "flame war" taking over the discussion board. Personal attacks are unacceptable in the classroom, and the same goes for the cyber classroom. If you see a conflict developing, jump in and try to calm things down; if you feel attacked, contact your instructor rather than responding to the flaming student. Everything we do in canvas is permanent, so you must think

very carefully about your tone before submitting a post. If you don't, that mistake might haunt you for the rest of the semester.

### 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.

- **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.
- **Student Support Services** TRiO Program is committed to providing students with services, resources, and information that will enhance their sense of belonging and empowerment. Through personalized counseling/advising, referrals to campus resources, and student workshops and services.
- **Extended Opportunities 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 support qualified single parents receiving TANF/Cash Aid assistance.

## Disabled Student Programs and Services (DSPS)

In this online/remote learning format, I have made every effort to make this course accessible to all students, including students with disabilities. 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 and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information

## 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.

## 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](#) and then go into the course. You can also use CANVAS to email your fellow students or myself. There is also 24/7 support by calling the Canvas Support hotline at (877) 893-9853 Available 24/7. You may also chat with someone live about your issue at

<https://cases.canvaslms.com/liveagentchat?chattype=student&sfid=001A000000YzURSIA3> 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.

**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: Aug 24	Ice breaker Syllabus review Introduction to the Class Chapter 1 Getting to know the Golden State	Read Ch. 1 Pgs. 1-39
Week 2 Module: Aug 31	Chapter 2 Geologic History and Processes <i>California Geography News discussion #1 Available Monday 08/31 due Friday 09/4 by 11:59 pm</i> Map Quiz # 1: California Geomorphic/Physiographic regions Monday 08/31 due Saturday 09/5 by 11:59pm	Read Ch. 2 Pgs. 40-63
Week 3 Module: Sept 7	Chapter 3 Modern Geology and Geomorphology: CA's Recent, Current and Physical Landscapes Reflection #1 Available Monday 09/07 due Saturday 09/12 by 11:59 pm	Read Ch. 3 Pgs. 64-103
Week 4 Module: Sept 14	Chapter 4 California's Weather and Climate Key Concept/vocabulary questions for chapters 1-4 due Saturday 09/19 by 11:59 pm Exam #1 Ch 1-4 Available Tuesday 09/15 due Sunday 09/20 by 11:59 pm	Read Ch.4 Pgs. 104-141
Week 5 Module: Sept 21	Chapter 5 Biogeography: Distribution of Plants and Animals Map Quiz #2: CA Bioregions and Climate regions available Monday 09/21 due by Friday 09/25 by 11:59 pm <i>California Geography News discussion #2 Available Monday 09/21 due Friday 09/25 by 11:59 pm</i>	Read Ch. 5 Pgs. 142-199
Week 6 Module: Sept 28	Chapter 6 Water Resources: Hydrology of California Reflection #2 Available Monday Sept 28 due on canvas Saturday Oct 3 by 11:59 pm.	Read Ch. Pgs. 200-249
Week 7 Module: Oct 5	Map Quiz #3: CA Rivers and Lakes Monday 10/05 due Friday 10/09 by 11:59 pm <i>California Geography News discussion #3 Available Monday 10/05 due Friday 10/09 by 11:59 pm</i>	
Week 8 Module: Oct 12	Chapter 7 Human population and Migration in CA	Read Ch. 7 Pgs. 261-297

<b>Week 9 Module:</b> Oct 19	<b>Chapter 8 California's Ethnic Groups, Cultures and Lifestyles</b> <b>Reflection #3 Available Monday 10/19 due Saturday 10/24 by 11:59 pm</b>	<b>Read Ch. 8</b> <b>Pgs. 298-358</b>
<b>Week 10 Module:</b> Oct 26	<b>Key Concept/vocabulary questions for chapters 5-8 due Saturday 10/28 by 11:59 pm</b> <b>Exam #2 Ch 5-8 Available Tuesday 10/27 due Sunday 11/1 by 11:59 pm</b>	
<b>Week 11 Module:</b> Nov 2	<b>Read Chapter 9 Primary Industries and Rural Landscapes</b> <b><i>California Geography News discussion #4 Available Monday 11/02 due Friday 11/06 by 11:59 pm</i></b>	<b>Read Ch. 9</b> <b>Pgs. 359-407</b>
<b>Week 12 Module:</b> Nov 9	<b>Chapter 10 California Modern, Advanced Economies</b> <b>Map Quiz #4: CA Counties Monday 11/09 due Friday 11/13 by 11:59 pm</b>	<b>Read Chapter 10</b> <b>Pgs. 408-460</b>
<b>Week 13 Module:</b> Nov 16	<b>Read Chapter 11 California Urban Landscapes</b> <b><i>California Geography News discussion #5 Available Monday 11/16 due Friday 11/20 by 11:59 pm</i></b>	<b>Read Chapter 11</b> <b>Pgs. 461-515</b>
<b>Week 14 Module:</b> Nov 23-27	<b>Thanksgiving Academic Holiday</b>	
<b>Week 15 Module:</b> Nov 30	<b>Read Chapter 12 Applying Geographic Concepts to Explore California</b> <b>Map Quiz #5: CA Major Cities available Monday 11/30 due Friday 12/04 by 11:59 pm</b> <b>Reflection #4 Available Monday 11/30 due Saturday 12/05 by 11:59 pm</b>	<b>Read Chapter 12</b> <b>Pgs. 516-544</b>
<b>Week 16 Module:</b> Dec 7	<b>Key Concept questions for chapters 9-13 due Friday 12/12 by 11:59 pm</b> <b>Exam #3 Ch. 9-12 Available Monday 12/07 due Saturday 12/12 by 11:59 pm</b>	