



## Basic Course Information

Semester:	<b>SP 2023</b>	Instructor Name:	<b>Curtis Blondell</b>
Course Title & #:	<b>Geography 100</b>	Email:	<b>curtis.blondell@imperial.edu</b>
CRN #:	<b>20560</b>	Webpage (optional):	<b>Canvas CRN 20560</b>
Classroom:	<b>Online</b>	Office #:	N/A
Class Dates:	<b>February 13 – June 9</b>	Office Hours:	I will respond to emails within 48 hours
Class Days:	<b>CANVAS – FULLY ONLINE</b>	Office Phone #:	Elvia Camillo, staff secretary: (760) 355-6144. Email preferred (see above)
Class Times:	Always accessible	Emergency Contact:	Elvia M. Camillo, Staff Secretary Behavioral & Social Science Department, Imperial Valley College 380 E. Aten Rd. Imperial, CA 92251 (760) 355-6144
Units:	3	Class Format:	<b>Online (Asynchronous)</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, nor corequisites for GEOG 100.

## Student Learning Outcomes

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

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)

Analyze current spatial geographic events using the Five Themes of Geography (ILO1, IOL2, IOL4)

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. McKnight’s Physical Geography. Hess, Darrel (2017). 12th Edition. Pearson ISBN 9780134195421  
(NOTE: a used copy that is a previous edition is acceptable. Also, while the “California” edition is preferred, it is not mandatory. Please keep in mind that should you purchase an earlier edition, some page numbers referenced in the course may be different).
2. **Canvas:** this course is fully online. There will be optional (not required) Zoom meets for students who need assistance.
3. [Zoom](#) for online portions (optional).
4. ~~“Google Earth Pro” <http://www.google.com/earth/download/ge/agree.html>~~

### Course Requirements and Instructional Methods

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

**Lectures:** Each module contains an optional video lecture presentation. I strongly encourage you to view these video lectures to lock in textbook readings. Also, view the lecture pdfs. It will help you determine the concepts from the textbook that I am emphasizing.

**Textbook:** All assigned readings from this course come from *McKnight’s Physical Geography 12th (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. **All Discussion posts must be thoughtfully composed and express critical thinking and original ideas. Grading of Discussions will be based on the instructor’s discretion.** Discussion posts are due at each module’s due date. Late posts might be considered for partial credit.

**Current Event Assignment:** Each student must select one news article, or several news articles covering one event, approved by the instructor, and complete a college-level paper of two pages minimum that relates to course topics.

**Geography of a Country Report:** A two-page report that summarizes physical and human aspects of a country.

**Climate Assessment Essay:** A short essay that allows the student to demonstrate the concepts learned from discussions on Changes in Climate lecture and express their opinion regarding a changing climate.

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

### COURSE GRADING

**A: 460 – 500 points**

**B: 420 – 459 points**

**C: 380 – 419 points**

**D: 340 – 379 points**

**F: 339 – points and fewer**

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

**Discussion Boards: 12 discussions worth 10 points each – 120 points total**

All Discussion posts must be thoughtfully composed and express critical thinking and original ideas. Grading of Discussions will be based on the instructor's discretion.

**Geography of a Country Report – 35 points**

An approximate two-page report that summarizes physical and human aspects of a country.

**Climate Assessment Essay – 25 points**

A short essay that critically expresses what the student has learned regarding climate change.

**Current Event Assignment: 50 points**

Each student must select several articles covering one event, approved by the instructor, and complete a college-level paper of at least (2) two pages minimum that relates to course topics.

**Midterm Exam: 75 points** (mostly multiple choice but may include short essay answers)

**Final Exam: 75 points** (mostly multiple choice but may include short essay answers)

**Extra Credit:** Offered only at the instructor's discretion, typically on exams.

**Late Work Policy:**

- Acceptance of late work is at the discretion of the instructor.
- Late assignment will receive at minimum a 20% late penalty.



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- Makeup up exams must be arranged with the instructor, per IVC policies, based on the instructor's belief that the student has presented a valid reason for not completing the assignment.

**First Week Guidelines:** During the first week of this course, you are required to participate in the First Week Introduction Discussion or you will be dropped from the course.

- Please post your introduction, then complete any activities required for Module 0.
- These activities are important so you won't be dropped from the course for non-participation during this first week.
- If you have any challenges with these tasks during the first week, please notify me as soon as possible so we can get you started.
- Other than "First Day Drops," please know that I will NOT drop you from the class. Disenrollment from this course is solely the responsibility of each student. I will assume that you intend to complete the course if you do not drop on your own.

## 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.

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

## 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.

## Other Course Information

This course requires significant time dedication as students will be working individually. Optional lecture videos have been created. However, students must be proactive in reaching out for assistance from the instructor. This can be done by emailing the instructor and arranging a Zoom consultation if necessary.

## 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. Additional information can be found at [Student Support](#).



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- **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. Aside from resources you may find at IVC, a good writing resource is the [Purdue Owl](#) website.
  - **[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 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.
  - 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.
  - **[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 CARE.



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

**\*The following is subject to change\***

### Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<b>Week 1</b> February 13 – February 18	Module 0: Syllabus & Introduction  Begin Module 1: What is Geography?  <b>NOTE:</b> <b>All assignments/quizzes/exams/            discussions will be submitted through            Canvas</b>	Acquire course materials, become familiar with Canvas (lectures will be viewed on Canvas and assignments will be completed through the Canvas portal).  <b>*Introduction Discussion Post due February 18 or you will be dropped from the course*</b>  Begin reading Chapter 1
<b>Week 2</b> February 21 – February 25	<b>Continue Module 1:</b> Earth-Sun Relationships –Seasons and Seasonality –Maps and Map Projections	Read Chapters 1 & 2 <b>Module 1 Discussion and Quiz due February 25 at 11:59 p.m.</b>
<b>Week 3</b> February 27 – March 4	<b>Module 2:</b> The Atmosphere, Insolation and Temperature-Pressure and Wind	Read Chapters 3, 4 & 5. <b>Module 2 Discussion and Quiz due March 4 at 11:59 p.m.</b>
<b>Week 4</b> March 6 – March 11	<b>Module 3:</b> Moisture in the Atmosphere – Adiabatic Processes	Read Chapter 6 <b>Module 3 Discussion and Quiz due March 11 at 11:59 p.m.</b>  <b><i>Begin <u>Geography of a Country Report</u> – Refer to sample paper in module</i></b>



<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
<b>Week 5</b> March 13 – March 18	<b>Module 4:</b> Atmospheric Disturbances and Storms	Read Chapter 7 <b>Module 4 Discussion and Quiz due March 18 at 11:59 p.m.</b>
<b>Week 6</b> March 20 – March 25	<b>Module 5:</b> Global Climates and Climate Change  <i>Geography of a Country Report</i> <i>Due March 25</i>	Read Chapter 8 <b>Module 5 Discussion and Quiz due March 25 at 11:59 p.m.</b>  <i>Begin Climate Assessment Essay</i>
<b>Week 7</b> March 27 – April 1	<b>Module 6:</b> The Hydrosphere	Read Chapter 9 <b>Module 6 Discussion, Quiz due April 1 at 11:59 p.m.</b>
<b>Week 8</b> April 3 – April 8	<b>Midterm Exam</b>  <i>Climate Assessment Essay</i> <i>due April 8</i>	<b>Midterm Due</b> April 8 at 11:59 p.m. <i>Climate Assessment Essay due</i> April 8 at 11:59 p.m.
<b>April 10 – April 15</b>	<b>SPRING BREAK!!!!!!!!!!!!!!</b>	Have fun!
<b>Week 9</b> April 17 – April 22	<b>Module 7:</b> The Biosphere and Biogeography	Read Chapters 10 & 11 <b>Module 7 Discussion, Quiz due April 22 at 11:59 p.m.</b>
<b>Week 10</b> April 24 – April 29	<b>Module 8:</b> Geomorphology and Plate Tectonics	Read Chapters 13 & 14 <b>Module 8 Discussion and Quiz due April 29 at 11:59 p.m.</b>
<b>Week 11</b> May 1 – May 6	<b>Module 9:</b> Erosion and Fluvial Dynamics	Read Chapters 15, 16 & 17  <b>Module 9 Discussion and Quiz due May 6 at 11:59 p.m.</b>
<b>Week 12</b> May 8 – May 13	<b>Module 10:</b> Arid Lands	Read Chapter 18  <b>Module 10 Discussion and Quiz due May 13 at 11:59 p.m.</b>



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<b>Week 13</b> May 15 – May 20	<b>Module 11:</b> Glaciers and Glaciation	Read Chapter 19  <b>Module 11 Discussion and Quiz</b> <b>due May 20 at 11:59 p.m.</b>
<b>Week 14</b> May 22 – May 27	<b>Module 12:</b> Coastal Processes  <i><b>Begin Current Event Assignment</b></i> <i><b>Consult Instructor before beginning! See template</b></i> <i><b>in module before writing your paper.</b></i>	Read Chapter 20  <b>Module 12 Discussion and Quiz</b> <b>due May 27 at 11:59 p.m.</b>
<b>Week 15</b> May 30 – June 3	<b><i>Current Event Assignment</i></b> due June 9 at 3:00 p.m.	<b>Current Event Assignment due</b> <b>June 9 at 3:00 p.m.</b>
<b>Finals Week</b> June 5 – June 9	<b>FINAL EXAM</b> <b>Due</b> <b>June 9 at 3:00 p.m.</b>	<b>Final Exam</b> <b>Due June 9 @ 3:00 p.m.</b>

**\*\*\*Subject to change without prior notice\*\*\***