

### Basic Course Information

Semester :	<b>Winter 2025</b>	Instructor Name:	<b>Samuel Cortez</b>
Course Title & #:	<b>World Regional Geography: GEOG 108</b>	Email:	<b>samuel.cortez@imperial.edu</b>
CRN #:	<b>15057</b>	Webpage (optional):	<b><a href="https://imperial.instructure.com/courses/27504/users">https://imperial.instructure.com/courses/27504/users</a></b>
Classroom m:	<b>Online Synchronous via zoom</b>	Office #:	
Class Dates:	<b>01/02-02/03/2025</b>	Office Hours:	<b>Personal meeting ID 5047797105 <a href="https://zoom.us/j/5047797105?pwd=g2aaOsPGrSuPJBI0T68Xt9OkvLSSFe.1">https://zoom.us/j/5047797105?pwd=g2aaOsPGrSuPJBI0T68Xt9OkvLSSFe.1</a></b>
Class Days:	<b>M, T, W, TH, F</b>	Office Phone #:	
Class Times:	<b>7:30-9:45 am</b>	Emergency Contact:	<b>Elvia Camillo 760-355-6144 Staff Admin Assistant BSS Department</b>
Units:	3.0	Class Format/Modality:	<b>Real Time Online (RTO)</b>

### Course Description

World Regional Geography is a survey course which introduces students to the physical and cultural geographic aspects of the world's realms. Geography's interdisciplinary approach is used to analyze regions and illustrate their interdependence. (C-ID GEOG 125)

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

None

### Course modality

This course is on the RTO Real Time Online modality. According to the IVC website regarding Online Learning, this is the description of the Real Time Online (Synchronous): "In a real-time online class, course meetings occur virtually on Zoom. The course meetings occur on scheduled days and times. Instructors will use Canvas to share grades and other class content, such as assignments, documents, discussions, and announcements. Please click this link for more information <https://www.imperial.edu/student-support/online-learning-services/index.html/>

You are expected to be on zoom during the designated days and times unless otherwise determined by the instructor. Here is the instructor's personal zoom link: Virtual Office Hours Personal Meeting <https://zoom.us/j/5047797105?pwd=g2aaOsPGrSuPJBI0T68Xt9OkvLSSFe.1>

### 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 and compare cultures in terms of global population patterns. (ILO1, ILO2, ILO5)
2. Analyze current spatial geographic events using the Five Themes of Geography (ILO1, ILO2, ILO4)
3. Analyze the global economy in terms of regional production patterns (ILO2, ILO4, ILO5).

## Course Objectives

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

1. Relate the 5 Themes of Geography to the world's regions.
2. Analyze the cultural and physical factors which divide the world into regions.
3. Compare worldwide geographic patterns using an atlas' thematic maps.
4. Appraise the impact and implications of regional problems on world political and economic order.
5. Discuss globalization and sustainability by viewing the world's changing economic patterns.
6. Explain regional environment concerns as they relate to the course topics.

## Textbooks & Other Resources or Links

**Required Textbook:** World Regional Geography - People, Places and Globalization by Anonymous 2020  
**Free Open Educational Resources (OER) Textbook available at**  
[https://socialsci.libretexts.org/Bookshelves/Geography\\_\(Human\)/Book%3A\\_World\\_Regional\\_Geography\\_-\\_People\\_Places\\_and\\_Globalization](https://socialsci.libretexts.org/Bookshelves/Geography_(Human)/Book%3A_World_Regional_Geography_-_People_Places_and_Globalization)

You can also download the pdf version at:



World Regional  
Geography - People

## 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 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, access WIFI, canvas and other online learning issues?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://www.imperial.edu/student-support/student-services.html>
2. If you have any questions about any issues with Online Learning please contact **IVC's Online Learning Help Desk** <https://www.imperial.edu/student-support/online-learning-services/help-desk.html>  
You may call 760- 355-5710.

**CANVAS**

Access to Canvas is extremely important for this class since the class is fully synchronous RTO; 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=001A000000YzURSIA3>

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

1. Map Quizzes (5X20)	100 points	Your grade will be determined based on the following grading scale: 900-1000 points      A 800-899      “      “      B 700-799      “      “      C 600-699      “      “      D < 599      F
2. Exam 1	125 points	
3. Exam 2	125 points	
4. Exam 3	125 points	
5. Exam 4	125 points	
6. Key Concepts	200 points	
7. World News Discussions	200 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 countries or states/provinces and important physiographic features of each world region. 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 including the following:

[World Atlas](#)

[Nystrom Desk World Atlas](#)

[Lizardpoint Geography](#)

There are also excellent map resources on the complementary on-line Mastering Geography that comes with your textbook. 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 be four multiple choice exams each worth **125 points**; the exams will consist of material covered before the exam. The final exam will be non-cumulative and cover material from after the first three 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.

## WORLD GEOGRAPHY IN THE NEWS

Discussions on canvas: about every other week, I will post some news articles in the discussion board of canvas about items discussed in class 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 **three** well written, well-thought-out paragraphs; the first paragraph should be a summary of what the article discusses; the second paragraph should be about how the articles relates to the particular region of the world as discussed in class and very importantly the third paragraph should be about what did you personally learn about the world from reading this article. 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 our world interacts with our human endeavors and how they affect your lives in our region of the world as well as on a global scale. I want you to find some relevance to what we are learning in class to what is happening outside and beyond college life.

## KEY CONCEPT ASSIGNMENT

For each chapter of the textbook representing the fourteen regions of the world there will be some key concepts that need to be learned. Your task is to define each of the terms/key concepts provided to you in a worksheet and submit them by the deadlines. You may simply write the definitions from the textbook in the context of World regional Geography. Be mindful that simply googling the terms may not give you answers that are within the context of geography; if that is the case you will not get credit for your answers. There will be fourteen of these worksheets each worth 14 points (ch.1 will be worth 18 points because there are more terms) for a total of **200 points**.

## Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

## Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through *DSPS*, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

## Course Policies

The information below is the IVC attendance policy:

- 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.
- 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.

## 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, 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. 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.

### Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

### 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>.



## Anticipated Class Schedule/Calendar

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

Topic and Assignments	Textbook reading
<b>Week 1 January 2-5</b>	
<b>Day 1 and 2 (1/2 and 1/3)</b> <b>Chapter 1: Introduction to the World</b> Introduction to class, syllabus etc.	<b>Units 1.1-1.S</b> <b>Pg. 2-62*</b>
<b>Assignments</b>	
<ul style="list-style-type: none"> <li>Extra Credit Syllabus Quiz due <b>Sunday Jan 5 by 11:59</b></li> <li>Ice Breaker comments posted on discussion board of canvas by <b>Sunday Jan 5 by 11:59</b></li> </ul>	
<b>Week 2 January 6-12</b>	
<ul style="list-style-type: none"> <li><b>Day 3 and 4 (1/6 and 1/7): Chapter 2: Europe and Chapter 3: Russia</b></li> <li><b>Day 4 and 5 (1/8 and 1/9): Chapter 4: North America and Chapter 5: Middle America</b></li> </ul>	<b>Ch. 2 Units 2.1-2.5</b> <b>pg. 64-128*</b> <b>Ch. 3 Units 3.1-3.4</b> <b>pg. 131-162</b> <b>Ch 4 Units 4.1-4.6</b> <b>pg. 165-229</b> <b>Ch. 5 Units 5.1-5.6</b> <b>pg. 232-295*</b>
<b>Assignments</b>	
<ul style="list-style-type: none"> <li><b>World Geography News #1 due on canvas</b> available Monday Jan 6 <b>due Friday 1/10 by 11:59 pm</b></li> <li><b>Map Quiz #1: Europe/Russian Federation/Central Asia</b> available Monday Jan 6 <b>due Saturday 1/11 by 11:59 pm</b></li> <li><b>Map Quiz # 2: North America/ Latin America and Caribbean</b> available Monday Jan 6 <b>due Saturday 1/11 by 11:59 pm</b></li> <li><b>Key Concepts for Ch1-3 due on canvas Saturday 1/11 by 11:59 pm</b>  <b>Exam #1 chapters 1-3 available Thursday 1/9 due on canvas Sunday 1/12 by 11:59 pm</b></li> </ul>	
<b>Week 3 January 13-19</b>	
<ul style="list-style-type: none"> <li><b>Day 6 (1/13) Chapter 6: South America</b></li> <li><b>Day 7 (1/14) Chapter 7: Sub-Sahara Africa</b></li> <li><b>Day 8 and 9 (1/15-16) Chapter 8: North Africa and Southwest Asia</b></li> </ul>	<b>Ch 6 Units 6.1-6.5</b> <b>pg. 299-367*</b> <b>Read Ch 7 Units 7.1-7.7</b> <b>Pgs. 371-475*</b> <b>Read Ch. 8 Units 8.1-8.8</b> <b>Pgs. 479-591*</b>
<b>Assignments</b>	
<ul style="list-style-type: none"> <li><b>World Geography News discussion #2</b> Available Monday 1/13 <b>due Friday 1/17 11:59 pm</b></li> <li><b>Map Quiz #3: Africa and the Middle East</b> available Monday 1/13 <b>due Friday 1/17 11:59 pm</b></li> </ul>	



<ul style="list-style-type: none"> <li>• <b>Key Concepts #2 for Ch 4-6 due on canvas Saturday 1/18 by 11:59 pm</b></li> <li>• <b>Exam #2 chapters 4-6 available Thursday 1/16 due on canvas Sunday 1/19 by 11:59 pm</b></li> </ul>	
<b>Week 4 January 20-26</b>	
<b>Monday January 20 Martin Luther King Jr. Holiday NO CLASS</b>	
<ul style="list-style-type: none"> <li>• <b>Day 9 (1/21) Chapter 9: South Asia</b></li> <li>• <b>Day 10 (1/22) Chapter 10: East Asia</b></li> <li>• <b>Day 11 (1/23) Chapter 11: Southeast Asia</b></li> </ul>	<b>Read Ch. 9 Units 9.1-9.6</b> <b>Pgs. 596-666*</b> <b>Read Ch 10 Units 10.1-10.5 pgs. 670-726*</b> <b>Read Ch 11 Units 11.1-11.4 pgs. 729-773*</b>
<b>Assignments</b>	
<ul style="list-style-type: none"> <li>• <b>World Geography News discussion #3 available Monday 1/20 due Friday 1/24 by 11:59 pm</b></li> <li>• <b>Map Quiz #4: East, South and Southeast Asia available Monday 1/20 due Friday 1/24 by 11:59 pm</b></li> <li>• <b>Key Concepts #3 for Ch 7-11 due on canvas Saturday 1/25 by 11:59 pm</b></li> <li>• <b>Exam #3 chapters 7-11 available Thursday 1/23 due on canvas Sunday 1/26 by 11:59 pm</b></li> </ul>	
<b>Week 5 January 27-February 2</b>	
<ul style="list-style-type: none"> <li>• <b>Day 12 and Day 13 (1/27-28) Chapter 12: Australia and New Zealand</b></li> <li>• <b>Day 14 and 15 (1/29-30) Chapter 13 The Pacific and Antarctica</b></li> </ul>	<b>Read Ch. 12 Units 12.1-12.4 pgs. 775-801*</b> <b>Read Ch. 13 Units 13.1-13.3 pgs. 804-836*</b>
<b>Assignments</b>	
<ul style="list-style-type: none"> <li>• <b>World Geography News discussion #4 available Monday 1/27 Friday 1/31 by 11:59 pm</b></li> <li>• <b>Map Quiz #5 Oceania available by Monday 1/27 due Saturday 2/1 by 11:59 pm</b></li> <li>• <b>Key Concepts #4 for Ch 12-13 due on canvas Sunday 2/2 by 11:59 pm</b></li> </ul>	
<b>Week 6 February 3</b>	
<ul style="list-style-type: none"> <li>• <b>Day 16 (2/3) Last day of class final review</b></li> </ul>	
<b>Assignments</b>	
<ul style="list-style-type: none"> <li>• <b>Exam #4 chapters 12-13 Available Friday 1/31 due on canvas Monday 2/3 by 11:59 pm</b></li> </ul>	

<sup>+</sup>Changes in this schedule may change due to unexpected circumstances or to accommodate the needs of the class.

<sup>\*</sup>The pdf version of the textbook if downloaded has page numbers for each of the units.