



## Basic Course Information

|                   |   |                        |   |
|-------------------|---|------------------------|---|
| Semester:         | <b>SPRING<br/>2026</b>                        | Instructor Name:       | <b>Samuel Cortez</b>  |
| Course Title & #: | <b>California<br/>Geography:<br/>GEOG 140</b> | Email:                 | <b>samuel.cortez@imperial.edu</b>   |
| CRN #:            | <b>20545</b>                                  | Webpage (optional):    |   |
| Classroom:        | <b>ONLINE</b>                                 | Office #:              |   |
| Class Dates:      | <b>February<br/>17-April 17,<br/>2026</b>     | Office Hours:          | <b>Virtual Office Hours By appointment only. Personal meeting ID<br/>5047797105<br/><a href="https://zoom.us/j/5047797105?pwd=g2aaOsPGrSuPJBIOT68Xt9OkvLSSFe.1">https://zoom.us/j/5047797105?pwd=g2aaOsPGrSuPJBIOT68Xt9OkvLSSFe.1</a></b> |
| Class Days:       | <b>ONLINE</b>                                 | Office Phone #:        |   |
| Class Times:      | <b>ONLINE</b>                                 | Emergency Contact:     | <b>Elvia Camillo 760-355-6144 Staff Admin Assistant BSS Department</b>  |
| Units:            | <b>3.0</b>                                    | Class Format/Modality: | <b>FULLY ONLINE</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. (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* 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://www.wiley.com/en-us/Rediscovering+the+Golden+State%3A+California+Geography%2C+4th+Edition-p-9781119493181> 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

#### 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://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 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=001A000000YzURSIA3> If you need additional training using canvas you may go here

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.

### ADD/DROP INFORMATION

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Last Day to Add: <b>02/20/2026</b></li> <li>• Last day to drop without a “W” for full term classes: <b>02/20/2026*</b></li> </ul> | <ul style="list-style-type: none"> <li>• Last Day to petition to P/NP grading:</li> <li>• Last day to withdraw from full-semester classes and receive a “W” grade: <b>03/27/2026</b></li> </ul> |
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\*Under **no** circumstances will students be allowed to add this class after the add deadline.

Students who do not show on the first day of class will automatically be dropped. **Students who stop coming to class may be dropped** as well. Ultimately, it is up to you to ensure your enrolment in, or withdrawal from, the class, I repeat, **it is not the responsibility of the instructor to drop you if you are no longer interested in the class.** If you simply disappear without officially dropping by the deadlines, the grade you have earned up to the point of your “disappearance” will be the one that will show in your transcripts.

### Course Grading Based on Course Objectives

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



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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 from 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 during the week when 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 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 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 set up 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 be **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 article relates to the 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



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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**

There will be consequences for submitting assignments late, particularly if I am not notified.

Assignments for this course should be completed on time so that we are all moving through the class together. Sometimes, though, life gets in the way of learning. In unexpected situations leading to late work, please contact me to discuss a plan for success.

Some deadline flexibility has already been built into this course: Major assignments have a 24-hour grace period for submissions and are accepted with a deduction of (up to 5% of the total points per calendar day after that. Discussions will remain unlocked and late posts are welcomed for partial credit, with an up 5% deduction per day late. Assignments submitted on canvas have deadlines, you **may** submit these assignments after the deadline but you will lose points for being late; the farther you are from the deadline the more points that may be deducted from your submissions. The best way to plan for the unexpected is to get an early start on each assignment.

Exams may **ONLY** be made up if you miss them due to **SERIOUS, EXTENUATING** circumstances; **ONLY** if you contact me by email within 24 hours; **ONLY** with documentation of your reason for missing the exam; and solely at my discretion. Valid reasons for make-up exam:

- Serious illness requiring medical attention (which can be documented with a doctor's note)
- Death in the family (I hate to ask for documentation of this, but it seems that a LOT of grandparents, aunts, and uncles pass away right before exams)
- Catastrophic car problems *on the way to school* on the exam day (with receipt of repair/towing/etc.)

Make-ups will **ONLY** be granted if you send me an email within 24 hours of the missed exam AND provide documentation of your absence (not necessarily in the email). If you cannot meet these standards, **do not bother asking for a make-up**.

### **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.



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## 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

### 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.



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

### **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 (!!!!)].

## **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.

## **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> or click the heart icon in Canvas.



## Anticipated Class Schedule/Calendar

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

| DATE MODULE: ACTIVITY, ASSIGNMENT, AND/OR TOPIC   | READING   |
|---|---|
| <b>Week 1 Module: February 17-22</b>  |   |
| <ul style="list-style-type: none"> <li>• Introduction to the Class</li> <li>• Chapter 1 Getting to know the Golden State</li> <li>• Chapter 2 Geologic History and Processes</li> <li>•</li> </ul>  | Read Ch. 1<br>Pgs. 1-39<br>Read Ch. 2<br>Pgs. 40-63     |
| <b>ASSIGNMENTS</b>  |   |
| <ul style="list-style-type: none"> <li>• Syllabus Quiz- due Saturday February 21 by 11:59 pm</li> <li>• Ice breaker- due Sunday February 22 by 11:59 pm</li> <li>• Chapter 1 and 2 brief quiz due Sunday February 22 by 11:59 pm</li> </ul>   |   |
| <b>Week 2 Module: February 23-March 1</b>   |   |
| <ul style="list-style-type: none"> <li>• Chapter 3 Modern Geology and Geomorphology: CA's Recent, Current and Physical Landscapes</li> </ul>  | Read Ch. 3<br>Pgs. 64-103                               |
| <ul style="list-style-type: none"> <li>• <i>California Geography News discussion #1</i> Available Monday Feb 23 due Friday February 27 by 11:59 pm</li> <li>• Map Quiz # 1: California Geomorphic/Physiographic regions available Monday Feb 23 due Saturday February 28 by 11:59pm</li> <li>• Chapter 3 brief quiz due Sunday March 1 by 11:59 pm</li> </ul> |   |
| <b>Week 3 Module: March 2-8</b>   |   |
| <ul style="list-style-type: none"> <li>• Chapter 4 California's Weather and Climate</li> <li>• Chapter 5 Biogeography: Distribution of Plants and Animals</li> </ul>  | Read Ch.4<br>Pgs. 104-141<br>Read Ch. 5<br>Pgs. 142-199 |
| <b>ASSIGNMENTS</b>  |   |
| <ul style="list-style-type: none"> <li>• Chapter 4 and 5 brief quiz due Friday March 6 by 11:59 pm</li> <li>• Key Concepts/vocabulary for chapters 1-4 due Saturday March 7 by 11:59 pm</li> <li>• Exam #1 Ch 1-4 Available Thursday March 5 due Sunday March 8 by 11:59 pm</li> </ul>  |   |
| <b>Week 4 Module: March 9-15</b>  |   |
| <ul style="list-style-type: none"> <li>• Chapter 6 Water Resources: Hydrology of California</li> <li>• Chapter 7 Human population and Migration in CA</li> </ul>  | Read Ch.<br>Pgs. 200-249<br>Read Ch. 7<br>Pgs. 261-297  |
| <b>ASSIGNMENTS</b>  |   |
| <ul style="list-style-type: none"> <li>• <i>California Geography News discussion #2</i> Available Monday March 9 due Friday March 13 by 11:59 pm</li> <li>• Map Quiz #2: CA Bioregions and Climate regions available March 9</li> </ul>   |   |



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| <p>due by Saturday March 14 by 11:59 pm</p> <ul style="list-style-type: none"> <li>Chapter 6 and 7 brief quiz due Sunday March 15 by 11:59 pm</li> </ul>   |  |
| <b>Week 5 Module: March 16-22</b>  |  |
| <ul style="list-style-type: none"> <li>Chapter 8 California's Ethnic Groups, Cultures and Lifestyles</li> <li>Read Chapter 9 Primary Industries and Rural Landscapes</li> </ul>  | <p>Read Ch. 8<br/>Pgs. 298-358<br/>Read Ch. 9<br/>Pgs. 359-407</p> |
| <b>ASSIGNMENTS</b>   |  |
| <ul style="list-style-type: none"> <li>Key Concepts/vocabulary for chapters 5-8 due Friday March 20 by 11:59 pm</li> <li>Chapter 8 and 9 brief quiz due Saturday March 21 by 11:59 pm</li> <li>Exam #2 Ch 5-8 Available Thursday March 19 due Sunday March 22 by 11:59 pm</li> </ul>   |  |
| <b>Week 6 Module: March 23-29</b>  |  |
| <ul style="list-style-type: none"> <li>Chapter 10 California Modern, Advanced Economies</li> </ul>   | <p>Read Chapter 10<br/>Pgs. 408-460</p>                            |
| <b>ASSIGNMENTS</b>   |  |
| <ul style="list-style-type: none"> <li>California Geography News discussion #3 Available Monday March 23 due Friday March 27 by 11:59 pm</li> <li>Map Quiz #3: CA Rivers and Lakes available Monday March 23 due Saturday March 28 by 11:59 pm</li> <li>Map Quiz #4: CA Counties available Monday March 23 due Saturday March 28 by 11:59 pm</li> <li>Chapter 10 brief quiz is due on Sunday March 29 by 11:59 pm</li> </ul> |  |
| <b>Week 7 Module: March 30-April 4</b>   |  |
| <ul style="list-style-type: none"> <li>Read Chapter 11 California Urban Landscapes</li> </ul>  | <p>Read Chapter 11<br/>Pgs. 461-515</p>                            |
| <b>ASSIGNMENTS</b>   |  |
| <ul style="list-style-type: none"> <li>California Geography News discussion #4 Available Monday March 30 due Friday April 4 by 11:59 pm</li> <li>Map Quiz #5: CA Major Cities available Monday March 30 due Saturday April 5 by 11:59 pm</li> <li>Chapter 11 brief quiz due Saturday April 5 by 11:59 pm</li> </ul>  |  |
| <b>SPRING BREAK April 5-11 NO CLASSES</b>  |  |
| <b>Week 8 Module: April 13-17</b>  |  |
| <ul style="list-style-type: none"> <li>Read Chapter 12 Applying Geographic Concepts to Explore California</li> </ul>   | <p>Read Chapter 12<br/>Pgs. 516-544</p>                            |
| <ul style="list-style-type: none"> <li>Chapter 12 brief quiz due Thursday April 16 by 11:59 pm</li> <li>Key Concept questions for chapters 9-12 due Thursday April 16 by 11:59 pm</li> <li>Exam #3 Ch. 9-12 Available Wednesday April 15 due Friday April 17 by 11:59 pm</li> </ul>  |  |



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