# Proposal Form For Addition And Revision Of Courses

1. **Proposing College / School:** College of Sciences and Mathematics  
   **Department:** Department of Geography

2. **Course Prefix and Number:** GEOG 1013  
3. **Effective Term:** Summer 2012

4. **Course Title:** Global Geography  
   **Abbreviated Title (30 characters or less):** Global Geography

5. **Requested Action:**  
   - [ ] Renumber a Course  
   - [ ] Add a Course  
   - [ ] Revise a Course

6. **Course Credit:**  
   - **Contact/Group Hours:** 3  
   - **Scheduled Type:** Lecture  
   - **Weekly or Per Term?:** Weekly  
   - **Credit Hours:** 3  
   - **Anticipated Enrollment:** 20

   **Maximum Hours (Repeatability):** 3

   **Total Credit Hours:** 3

7. **Grading Type:**  
   - [ ] Regular (ABCDF)  
   - [ ] Satisfactory/Unsatisfactory (S/U)  
   - [ ] Audit

8. **Prerequisites/Corequisites:**  
   - None

9. **Restrictions:**  
   - List specific restriction in space above.
   - [ ] College  
   - [ ] Major  
   - [ ] Standing  
   - [ ] Degree

10. **Course Description:**  
    (20 Words or Less; exactly as it should appear in the Bulletin)  
    Spatial and locational context for analyzing change in the contemporary world, including elements of physical and cultural environments

11. **May Count Either:**  
    - GEOG 1010  
    - GEOG 1013 (Indicate if this particular course cannot be counted for credit in addition to another)

12. **Affected Program(s):**  
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)
    - Program Type (e.g.: minor, major, etc.)  
    - Program Title (e.g.: MS in Chemistry, Performance Option, Minor in Art)  
    - Requirement or Elective? (required or optional?)

13. **Overlapping or Duplication of Other Units’ Offerings:**  
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable  
    - [ ] Not Applicable
14. Justification: This course is being developed in order to expand access to Auburn University's Core Curriculum offerings.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: N/A

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes:
- To identify and describe the world’s major regions and their distinctive human and physical features.
- To interpret the human landscape (e.g., human settlement, cultural, economic, and political features), and the implications of their spatial distribution patterns.
- To identify and explain connections between humans and their natural environment, and the implications of human activities upon the natural environment.
- To identify connections between major regions, countries, and places.
- To understand how regions develop and change over time.
- To use maps to acquire, analyze, and report information from a spatial perspective.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

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<tr>
<th>Required Text Books</th>
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Class Schedule (5 Week Summer Session)

Section 1
- Introduction
  - Course structure and objectives
  - Modern Geography, Five Themes of Geography
  - Types of Maps, Map Interpretation
  - Major World Regions, Globalization and the Origins of World Regions
  - Concepts in World Regional Geography
  - Natural Environment: Physical Features, Natural Resources, and Climate
  - Discussion: Role of Rich and Poor Countries in the HIV/AIDS Pandemic
  - Exam 1

Section 2
- Europe
  - Western, Northern, Mediterranean, and East Central Europe
  - Russia and Neighboring Countries
  - Slavic Countries, Southern Caucasus, and Central Asia
  - Discussion: European Union
  - Exam 2

Section 3
- East Asia
  - Japan, The Koreas, China, Mongolia, and Taiwan
  - Southeast Asia
  - Mainland S.E. Asia, Insular S.E. Asia
  - South Asia
18. Assignments / Projects:

Major Exams
Major exams will be based on lecture materials, readings from the textbook, and any additional readings or materials assigned in class (e.g., articles published on web sites). The format of the questions will be multiple choice and short-answer essay.

Arrangements to make up missed major examinations (e.g., hour exams, mid-term exams) due to properly authorized absences (as defined by the Tiger Cub) shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within two weeks from the time that the student initiates arrangements for it. The format of make-up exams and opportunities for students to make up work other than major examinations are at the discretion of the instructor whose make-up policies should be stated in writing at the beginning of the term.

Online Discussion Sessions and Participation
Discussion sessions (5) will be conducted online at the Blackboard web site. The discussions will be based on major issues of conflict in various regions. Students are expected to read the assigned critical thinking exercise material included in the textbook before participating in the discussion session. Participation in a discussion session will be defined as posting a minimum of one substantial comment on the Blackboard discussion board site for the assigned topic. Comments such as “I agree with what he/she said” will not be accepted as a substantial contribution. Students are expected to participate in some, but not all, of the discussion sessions.

Map Reading Exercises
Map reading exercises (10) will be conducted online at the Blackboard web site. The exercises will be based on the Goode’s World Atlas. The questions will cover basic geographic concepts (e.g., absolute and relative location) and distribution patterns (e.g., population density, religion, language, race/ethnic heritage, economic activities, natural resources, and political boundaries).

Class Participation Requirements
• Students are required to participate (make a substantial contribution as discussed earlier) in a minimum of 3 of the 5 discussion sessions in order to receive a passing grade in the course.
• Students are required to complete a minimum of 6 of the 10 map reading quizzes in order to receive a passing grade in the course.

FOR DISTANCE EDUCATION DELIVERY OF THE COURSE, THE FOLLOWING MEASURES ARE BEING TAKEN IN THE DELIVERY OF MATERIAL (using the existing course GEOG 1010 as the frame of reference):

- CANVAS will be used for the delivery of lecture materials, discussions, the administration of exams and quizzes.
- Lectures will be converted to text documents, which will be supplemented with PowerPoint slides of maps and photos as well as summaries of key terms.
- Discussions of issues pertaining to critical thinking will be conducted via online chat sessions.
- Major exams and map quizzes will be offered online with major examinations supervised by Auburn University-approved proctors, in accordance with the guidelines established by the institution (http://www.auburn.edu/outreach/dl/forms/il_proc_form.pdf).
- Student-instructor interaction will be conducted primarily online during established office hours and discussion sessions. However, communication via telephone will be available to the student upon request. Office hours and times for discussion sessions will be posted in advance.
- Class participation will be evaluated via mandatory contributions to the official class discussion sessions.
- No on-campus time is required of the student for the course.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Final grades will be based on the following items:
• Exam 1-5 (15% each) 75%
• Discussion Session Participation 15%
• Map Reading Exercises 10%

Grade Scale:
• A: 90% and above
• B: 80% - 89%
• C: 70% - 79%
• D: 60% - 69%
• F: 59% and below

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Include below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (UTT).