



Course Syllabus

COURSE NUMBER: SOCS 5750	COURSE TITLE: (Cultural Geography)	TERM: Summer 2007
SITE: On-Line	INSTRUCTOR CONTACT INFORMATION: (James Ewing, EdD Use WebCT class email)	CREDIT HOURS: (3)

1. COURSE DESCRIPTION:

This cultural geography course will study people and places. Cultural geography focuses on how people make and structure locations. The course will study how we organize space and society while we interact with each other in places and across space. How we make sense of others and ourselves in our locality, region and world will be studied. Such topics as religion, language, urbanization, globalization among others will be used to accomplish this study.

2. LEARNING OUTCOMES:

Course Outcomes		
<ol style="list-style-type: none"> 1. Identify the basic concepts Geographers work with. 2. Where people are located around the world. 3. Where different cultural groups distributed around the world. 4. How different people earn a living in different parts of the world. 5. What the issues are with the result from using the Earth's resources. 		

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Topical Overview, Activities, and Readings: (subject to change)	
	¹ Introduction to to Online Courses, Thinking Geographically - Chapter 1, Population - Chapter 2, Current Event, Two on-line discussion questions.
	² Migration - Chapter 3, Folk and Popular Culture - Chapter 4, Current Event, Two on-line

	discussion questions.
3	Language - Chapter 5, Religion - Chapter 6, Current Event, Two on-line discussion questions.
4	Ethnicity - Chapter 7, Political Geography - Chapter 8, Mid-term exam, One on-line discussion question.
5	Development - Chapter 9, Agriculture - Chapter 10, Current Event, Two on-line discussion questions.
6	Industry - Chapter 11, Services - Chapter 12, Current Event, Two on-line discussion questions.
7	Urban Patterns - Chapter 13, Resource Issues - Chapter 14, Current Event, Two on-line discussion questions.
8	Review of Concepts, Final Exam

3. RESOURCES:

Required Text(s):

- Rubenstein, J (2005). *An Introduction to Human Geography: The Cultural Landscape* (8th ed.). New York: Prentice Hall. ISBN 0-13-142939-6

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments

There will be a midterm and final exam during the class. The midterm will be held during week 4. The content of the exam will cover the material in chapters 1 through 7. The test will consist of a pool of seven essay questions. You will be asked to choose any 5 questions of your choice from this pool. A complete and thorough answer should be given for each of your answers. The test will be timed with a maximum of 2 hours. Once you enter the exam you will not be able to exit and re-enter. So be sure you have at least 2 hours to complete the exam. Each exam question will have the value of 10 points.

The final exam will follow the same format and be available during week eight. The final will not be cumulative but cover only the material in chapters 8 through 14.

Current Events

You will submit Current Event assignments most weeks. We will have Current Event assignments during weeks 1, 2, 3, 5, 6 and 7. Your review of the Current Event should be submitted as a Word document attached to the Current Event assignment tool. Your total write up and explanation should be approximately 300 words. Each current event posting should include the following:

1. Give the reference where you obtained the current event article.
2. Give a brief review of the article as it was written by the author.
3. Give your creative ideas on how this current event ties into the material we are covering in class this week.

You should submit this document no later than Sunday night.

Each of these Current Events will have a value of 10 points. To achieve the maximum number of points for your submission be sure to follow the points outlined above. Point 3 is especially important as this area gives you the opportunity to be creative and include the material we are covering in class.

Discussions:

There will be TWO discussion topics most weeks. For each discussion topic, read the instructor's post and reply with your thoughts. You should make an entry for each discussion no later than Tuesday. You should also respond to at least three other classmates' discussion postings during the week. Your discussions should relate around and contain the information we are covering in class. Your comments should be supported by class information.

In all formal discussions, first post an answer to the discussion question. Then read the responses of members of the class and post an answer to at least three other classmates responses. Learners who participate in discussions are likely to experience a higher level of learning and retention of the information contained in the course. To encourage their active participation in the course, they will receive credit for their contributions to the discussions.

Your grade will be based upon the thoroughness, accuracy and insightfulness of your response. Guidelines for your participation in these discussions are posted in the opening forum called "Forum Guidelines". You will be expected to provide responses to the discussion questions in correct sentence and paragraph format; they should also be checked for correct spelling and grammar.

5. GRADING SCALE:

Grading Procedures			
	• Midterm Exam	week 4	50 points
	• Current events.	6 assignments at 10 points each	60 points
	• Final Exam	Week 8	50 points
	• Discussions	quality of work and support of classmates	40 points
			<u>200 Total</u>

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves

and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. ” (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).