

CORE CURRICULUM COMPONENT APPLICATION  
Texarkana College

**Part I: Course Information**

Course Type

Existing/Restructured

New Course

Course Prefix & Number: **GEOG 1303**

Texas Common Course Number (TCCN): **GEOG 1303**

Course Title: **World Regional Geography**

Course Catalog Description

A study of the major developed and developing regions of the world, with emphasis on an awareness of prevailing world conditions and emerging developments, including the diversity of ideas and practices in various regions. Major topics may include: culture, religion, language, landforms, climate, agriculture, and economic activities.

Course Prerequisites: Successfully completed the reading portion of the TSI Test.

Available Online?

Yes

No

**Part II: THECB Course Objectives** [Sample Syllabus](#)

**Part III: THECB Skill Objectives**

**1. Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information

**2. Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral, and visual communication

**3. Social Responsibility:** to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**4. Personal Responsibility:** to include the ability to connect choices, actions, and consequences to ethical decision-making.

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**Part IV: Course Student Learning Outcomes (SLO) [SLO Attachment](#) & [Post Test](#)**

Upon successful completion of this course, students will:

1. Discuss the basic framework, terms, theories, and foundational skills and knowledge that make up the core of a study of basic geography; analyze land form patterns, basic topography, regions, realms, precipitation charts, population charts, climatic charts, and economic charts; and examine Alfred Wegener’s continental drift theory, which explains how our current world geography evolved from the Pangaea, or one “world island.”
2. Explore the continent of Europe and the western parts of the old Soviet Union, charting the most important cities, regions, nations, etc. and the important geographic features that made them so; and examine Von Thünen’s ring theory, which is used as the basis for how ancient and modern cities, villages, and regions are developed.
3. Analyze the Americas, North, Central, and South, with the diversity of cultures, languages, and physical features that make each region distinct and apply the geographic framework and features used previously in Europe and analyze the process in which the Americas have developed.
4. Analyze the African continent and the Middle East charting the most important cities, regions, nations, etc. and the important geographic features that made them so and apply the geographic framework and features used in the previous sections to analyze how these areas developed as they did.
5. Analyze south, east, and southeast Asia charting the most important cities, regions, nations, etc. and the important geographic features that made them so and apply the geographic framework and features used in the previous sections to analyze how these areas developed as they did.
6. Analyze the Austral and Pacific realms charting the most important cities, regions, nations, etc. and the important geographic features that made them so and apply the geographic framework and features used in the previous sections to analyze how these areas developed as they did.

<b>Skill Objective:</b>	<b>Critical Thinking Skills:</b> to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
<b>THECB Course Objective</b>	N/A
<b>Course Student Learning Outcome</b>	1. Discuss the basic framework, terms, theories, and foundational skills and knowledge that make up the core of a study of basic geography; analyze land form patterns, basic topography, regions, realms, precipitation charts, population charts, climatic charts, and economic charts; and examine Alfred Wegener’s continental drift theory, which explains how our current world geography evolved from the Pangaea, or one “world island.”

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<p><b>General Learning Activities</b></p>	<p>Students will create their own detailed maps of the different major physical, cultural, geopolitical, and environmental attributes of the World. Each of these maps is critically important for building students' foundation of the spatial distribution of physical, cultural, and economic world concepts. By creating these on their own using blank maps provided, students will actively learn where these different features are located and how their spatial distribution affects the ways of life in each of these respective areas.</p>
<p><b>Assessment</b> <i>Must Include Assignment &amp; Rubric</i></p>	<p>The objective will be assessed through a post-test consisting of multiple choice questions. Examples of possible questions can be found in <a href="#">Appendix A: Sample Post-Test Questions</a> Rubric: <a href="#">Attached</a></p>

<p><b>Skill Objective:</b></p>	<p><b>Communication Skills:</b> to include effective written, oral, and visual communication</p>
<p><b>THECB Course Objective</b></p>	<p>N/A</p>
<p><b>Course Student Learning Outcome</b></p>	<p>SLO 2 – 6 Analyze Europe; Russia; North, Middle, and South America; Africa; south, east, and southeast Asia; and the Austral and Pacific realms charting the most important cities, regions, nations, etc. and the important geographic features that made them so and apply the geographic framework and features used in the previous sections to analyze how these areas developed as they did.</p>
<p><b>General Learning Activities</b></p>	<p>Students will research one of the proposed countries in the new Texarkana College Road Scholars five-year plan and complete a proposal to submit to President James Henry Russell concerning educational opportunities in their selected country. Students receive the project handout (<a href="#">Appendix B: Road Scholars</a>) indicating format requirements and access to support materials.</p>
<p><b>Assessment</b> <i>Must Include Assignment &amp; Rubric</i></p>	<p>Projects include a brief presentation with multimedia (oral and/or visual) and report (written). Students are graded using the project instructions as grading rubric, for example: Unacceptable 0-50 points, Marginal 50-100 points, Acceptable 100 – 150, and Exceptional 150-200 (see attached project handout).</p>

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<b>Skill Objective:</b>	<b>Empirical and Quantitative Skills:</b> include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
<b>THECB Course Objective</b>	N/A
<b>Course Student Learning Outcome</b>	SLO 2 – 6 Analyze Europe; Russia; North, Middle, and South America; Africa; south, east, and southeast Asia; and the Austral and Pacific realms charting the most important cities, regions, nations, etc. and the important geographic features that made them so and apply the geographic framework and features used in the previous sections to analyze how these areas developed as they did.
<b>General Learning Activities</b>	In conjunction with the proposal project listed under the Communications Skill Objective above, students will complete worksheets ( <a href="#">Urban Centers</a> & <a href="#">Research Topics</a> ) requiring the compilation of data obtained about their selected countries. Students are reminded by the instructor that this is a geographical assignment and that charts, graphs, and especially maps are required.
<b>Assessment</b> <i>Must Include Assignment &amp; Rubric</i>	Students' worksheets are graded using the project instructions as grading rubric, for example: Unacceptable 0-50 points, Marginal 50-100 points, Acceptable 100 – 150, and Exceptional 150-200 (see attached project handout).

<b>Skill Objective:</b>	<b>Social Responsibility:</b> to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
<b>THECB Course Objective</b>	N/A
<b>Course Student Learning Outcome</b>	SLO 2 – 6 Analyze Europe; Russia; North, Middle, and South America; Africa; south, east, and southeast Asia; and the Austral and Pacific realms charting the most important cities, regions, nations, etc. and the important geographic features that made them so and apply the geographic framework and features used in the previous sections to analyze how these areas developed as they did.
<b>General Learning Activities</b>	The objectives will be addressed through lectures, in class

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	analyses of policies and current events, class discussions, and a review of documents and readings relevant to geographic literacy as a measure of international comprehension and awareness.
<b>Assessment</b> <b><i>Must Include Assignment &amp; Rubric</i></b>	The objective will be assessed through a post-test consisting of multiple choice questions. Examples of possible questions can be found in <i>Appendix A: Sample Post-Test Questions</i> Rubric: <a href="#">Attached</a>