

Geography
Student Learning Outcome Alignment Form

Course Prefix/Number: GEOG 1303

Course Title:

Core Objective	Course SLO	General Learning Activities	Assessment
Critical Thinking Skills	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."	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.	The objective will be assessed through a post-test consisting of multiple choice questions. Examples of possible questions can be found in Appendix A: Sample Post-Test Questions Rubric: Attached
Communication Skills	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	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 (Appendix B: Road Scholars) indicating	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

	sections to analyze how these areas developed as they did.	format requirements and access to support materials.	points, Acceptable 100 – 150, and Exceptional 150-200 (see attached project handout).
Empirical and Quantitative Skills	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.	In conjunction with the proposal project listed under the Communications Skill Objective above, students will complete worksheets (Urban Centers & Research Topics) 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.	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).
Social Responsibility	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.	The objectives will be addressed through lectures, in class 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.	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>