

Basic Course Information

Semester:	SPRING 2019	Instructor Name:	Samuel Cortez
Course Title & #:	GEOG 111 PHYSICAL GEOGRAPHY LABORATORY	Email:	
CRN #:	11606	Webpage (optional):	
Classroom:	Facility B	Office #:	
Class Dates:	August 19-December 14	Office Hours:	
Class Days:	Saturdays	Office Phone #:	
Class Times:	16:30-19:40 pm	Emergency Contact:	
Units:	1.0		

Course Description

GEOG 111 is the laboratory course in Physical Geography. The course provides laboratory exercises in topics covered in GEOG 100, Physical Geography, which covers the Earth's atmosphere, hydrosphere, biosphere and lithosphere. The laboratory experience includes the observation and interpretation of weather data, statistical analysis of climate data, map analysis and interpretation, analysis of earth materials, along with landform processes, plate tectonics, and biogeography. (CSU, UC)

Essentially, we will be using the scientific method, and looking at lots of maps, to further investigate, in an applied and practical fashion, the ideas and material you learned or are learning in Geography 100 lecture. Each class will begin with a brief lecture (30 minutes) outlining the major concepts that will be explored in that day's lab. Students will then have the remaining time to complete the assigned lab exercises, and are encouraged to ask me questions and to seek my help while doing so.

Course Prerequisite(s) and/or Corequisite(s)

Completion of or concurrent enrollment in: GEOG 100 with a "C" or better or Concurrent Enrollment in GEOG 100

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. Explain how the Earth's geometry and motions in space affect environmental patterns and processes. (ILO3, ILO5)
2. List, identify, and map the Earth's major physiographic features and climate distributions. (ILO5)
3. Collect and analyze geographic data and produce geographic tables, graphs and maps. (ILO4)

Course Objectives

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Understand the size, shape, and movements of the Earth in space and their importance to environmental patterns and processes.
2. Analyze the major atmospheric, geomorphological, and biotic processes that shape the Earth’s surface environments.
3. Identify global distributions of the world’s major climates, ecosystems, and physiographic (landform) features.
4. Develop critical thinking and research skills related to the scientific method, scientific measurement, data analysis and practical experience using the tools and concepts of physical geography.
5. Applications and activities related to basic concepts of physical geography in the analysis of real-world variations in environmental patterns.

Textbooks & Other Resources or Links

Required text: *Physical Geography Lab Manual, 12th ed., by Darrel Hess.* Pearson. ISBN 9780134561011
 The lab pages will be provided for you to complete the exercises in class each week.

Course Requirements and Instructional Methods

COMPLETING LAB EXERCISES

Lab exercises must be turned in before you leave class each week. There will be **12 labs** each lab is worth **15 points**. I will not accept labs completed on loose-leaf paper, so you **MUST** bring your lab manual (or pages photocopied from the manual) to class with you each week. You may work alone, or in groups of no more than three people. You must **EACH** turn in your own exercises, with work shown for **ALL** computation, and with original, non-identical responses to verbal answers. If your written answers are identical to those of your lab partner(s), all parties involved will receive no credit for the identical answers. Egregious examples may result in all parties involved receiving a grade of zero on the entire lab. Graded labs will be handed back the next week, and an answer sheet will be made available in the classroom to help you better understand what you got right and wrong on the previous lab.

LAB ASSIGNMENT RUBRIC	
POINTS	CRITERIA
15 POINTS	Legible answers including complete numerical values with decimal points & required units of measurement per Lab question. Accurate interpretation of graphs, charts, and map & photos, and written complete sentences as required to answer the lab questions for full understanding of the lab concepts and objectives.
10-14 POINTS	Legible answers including complete numerical values but may have mistakes or missing and/or incomplete information. Shows understanding of the lab concepts with minor errors
7-9 POINTS	Incomplete, one or two-word written answers that do not fully address the lab concepts and objectives. Missing portion of the lab assignment
5-6 POINTS	One-word answers requiring additional explanation. Illegible work for either required math or incomplete answers missing unit notation.
0-4 POINTS	50% of lab answers incomplete or no submittal

ADVICE FOR STUDENTS

I have taught this course enough times to recognize what makes successful students succeed, and what makes unsuccessful students fail. Here are my simple tips:

1. Read the introductions to the exercises listed in the calendar above **BEFORE** coming to class each day. For an even better understanding of the material, consult the pages of a physical geography textbook that covers the same material being covered in the lab. I can't **POSSIBLY** fully teach every bit of science or information necessary for a full understanding of each lab. We just don't have time. So, it's up to you to make sure you come prepared each day with a basic understanding of what we'll be doing.
2. Don't divide and conquer. If you are working with other people, don't say: "I'll do these problems, and you do these other problems, and then we'll share our answers." This is the mark of a lazy (not to mention dishonest) student who is not likely to learn very much and will probably do very poorly on the exams.
3. If you are having trouble understanding how to do the problems, you may find it better to work by yourself. This way you can work at your own pace, and make sure you understand how to do the problems. Remember, the exam questions will be just like the lab questions, but you won't have anyone to help you.
4. Check the answer sheet provided in the classroom each week to better understand your grade. If you got something wrong, this is your chance to figure out why. Also, I may be generous in what I accept for full or partial credit for an answer, so you may see that you got an answer correct, while checking the more precise answer from the answer sheet might greatly enhance your understanding of the material. You are encouraged to ask me for clarification about any questions from previous labs.
5. Don't rush through the problems. Students who finish quickly often do not do well on the exercises.
6. Last but definitely not least: **ASK ME LOTS AND LOTS OF QUESTIONS!!!** It is **NEVER** inappropriate or bothersome to ask me a question during a lab to make sure you understand the material. Answering these questions is my job. The only type of question I won't answer for you is "Is this answer correct?" Instead, if you're unsure of yourself, I'll work with you to make sure you are approaching the problem correctly.

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.

Course Grading Based on Course Objectives

EXAMS

There will be three non-cumulative exams during the semester, worth **100 points** each, consisting of questions related to the labs we worked in class. Study guides for each exam will be posted to canvas at least one week prior to the exam date as well as we'll have a prep session prior to the exam.

COURSE EVALUATION AND CLASS ASSIGNMENTS

GRADING BREAKDOWN

Your final grades are **earned** by you and are non-negotiable (of course, you may contact me about your final grade if you think I have made a computation error). Do not ask me to round up your grade! I consider each student's overall performance and situation before submitting final grades, and I will know each of you by name.

Assignment	Grading															
1. Labs 13x15 = 195 points	Your grade will be determined on the following grading scale based on total number of points:															
2. Exam 1 100 points																
3. Exam 2 100 points																
4. Exam 3 100 points																
5. Participation 5 points and attendance																
TOTAL POINTS: 500 Points	<table> <tr> <td>450-500 points</td> <td>90-100%</td> <td>A</td> </tr> <tr> <td>400- 449 points</td> <td>80-89%</td> <td>B</td> </tr> <tr> <td>350-399 points</td> <td>70-79%</td> <td>C</td> </tr> <tr> <td>300- 349 points</td> <td>60-69%</td> <td>D</td> </tr> <tr> <td>> than 299 points</td> <td>>59%</td> <td>F</td> </tr> </table>	450-500 points	90-100%	A	400- 449 points	80-89%	B	350-399 points	70-79%	C	300- 349 points	60-69%	D	> than 299 points	>59%	F
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> than 299 points	>59%	F														

Attendance

As required by this Correctional Facility. However, it is important that you attend and participate in class. Absences due to reasons that you can control such as family visits that will make you miss class will minimize the participation points you may get. There will be a maximum of **5 points** that may be awarded for participation in class. So, I urge you to plan ahead particularly on Saturdays when you may be thinking about scheduling family visits).

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, or 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. This applies to in class exams as well; if you are caught cheating in an exam the professor has the prerogative to take your exam away and give you a zero. Therefore, students are asked to do their own work and avoid looking at other students’ exams.

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. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. 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.

CLASSROOM BEHAVIOR

Misconduct: Faculty may require a student who disrupts the classroom to meet with the Director of the Prison Education Coordinator and or the Correctional Faculty Education Coordinator prior to the next class meeting. Also, instructors may exclude a student for misconduct on the day of the disruption and an additional day if needed. Disruption of instructional activities or administrative procedures; continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, or the open and persistent abuse of college personnel may warrant further disciplinary action that may be pursued by the instructor, college administration and Correctional Facility Administration.

Additional Student Services

As available at Centinela Correctional Facility

Disabled Student Programs and Services (DSPS)

As available at Centinela Correctional Facility

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible.

Student Counseling and Health Services

As available at Centinela Correctional Facility

Veteran's Center

As available at Centinela Correctional Facility

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life.

Extended Opportunity Program and Services (EOPS)

As available at Centinela Correctional Facility

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also, under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

Student Equity Program

As available at Centinela Correctional Facility

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act.

Student Rights and Responsibilities

Additional requirements as mandated by Centinela Correctional Facility

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 College Policy.

CLASS EXPECTATIONS AND POLICIES

RESPECT ONE ANOTHER, THE INSTRUCTOR, AND THE LEARNING PROCESS.

Any classroom conduct issues will be dealt with in concordance to Imperial Valley College Policy as well as the rules and regulations within the Correctional Facility.

The following are the Classroom Guidelines according to Imperial Valley College:

- You will conduct yourself so that the classroom is a positive learning environment for all by treating everyone with respect and consideration.
- You will plan to attend every class meeting and stay for the entire class period. You will not be absent more than the maximum number allowed during the course of the semester (2 classes or more).
- You will do the assigned work and be responsible for all class work or assignments even if you miss school for a legitimate reason. It is not acceptable to return to class following an absence and claim that you did not know about some assignment, class activity, or exam. Find out what you missed before returning and get caught up.

- You accept the expectation to spend a minimum of two hours outside of class for every hour that the class meets during the week and will plan your schedule accordingly. This means that a 3-unit class requires 6 hours of work outside of class. More or less time may be required depending on how quickly and thoroughly you work.
- You will take notes; be attentive; participate in classroom activities; and not disrupt the rest of the class.
- There is no excuse for excessive talking. Dismissal from the class may result if your behavior continues to be disruptive after being warned.

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The Centinela Correctional Facility Library provides numerous sources to assist students in this endeavor.

Anticipated Class Schedule/Calendar

COURSE CALENDAR

+Changes in this schedule may change due to unexpected circumstances or in order to accommodate the needs of the class. Additional videos or readings may be added as needed.

Date	Topic and Assignments	Lab Exercises
Week 1		
Saturday August 24	Introduction to the Class Lab 1: Metric Conversions and Location	1 pgs. 1-4 2 pgs. 5-8
Week 2		
Saturday August 31	Lab 2: Map Scale and Projections	4 pgs. 15-18 5 pgs. 19-24
Week 3		
Saturday September 7	Lab 3: Isolines, Earth-Sun Relations, and Solar Angle	6 pgs. 25-28 9 pgs. 47-50 10 pgs. 51-56
Week 4		
Saturday September 14	Lab 4: Insolation and Temperature Patterns	11 pgs. 57-64 12 pgs. 65-70
Week 5		
Saturday September 21	Lab 5: Pressure, Wind Test Prep- Study Guide	13 pgs. 71-76 14 pgs. 77-82
Week 6		
Saturday September 28	Exams 1: Labs 1-4	
Week 7		
Saturday October 5	Lab 6: Humidity	15 pgs. 83-92

Week 8		
Saturday October 12	Lab 7: Adiabatic Processes	16 pgs. 93-98
Week 9		
Saturday October 19	Lab 8: Climate and Climate change	23 pgs. 145-164 24 pgs. 165-188
Week 10		
Saturday October 26	Lab 9: Contour Lines and Topographic Maps	28 pgs. 197-202 29 pgs. 203-206 30 pgs. 207-210
Week 11		
Saturday November 2	Lab 10: Plate Tectonics Test Prep- Exam 2 Study Guide	33 pgs. 223-232 34 pgs. 233-240
Week 12		
Saturday November 9	Exam #2 Labs 5-9	
Week 13		
Saturday November 16	Lab 11: Volcanoes	35 pgs. 241-246
Week 14		
Saturday November 23	Lab 12: Drainage Basins and Flood Plains	39 pgs. 269-276 40 pgs. 277-284
Week 15		
Saturday November 30	NO CLASS THANKSGIVING HOLIDAY	
Week 16		
Saturday December 7	Lab 13: Desert Landforms	45 pgs. 307-316 46 pgs. 317-322
Week 17		
Saturday December 14	Exam #3 Final Labs 10-13	

*****Tentative, subject to change without prior notice*****