

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE: Human Geography
CODE NO. : GEO101 **SEMESTER:** Fall
MODIFIED CODE: GEO0101

PROGRAM: General Arts and Science

AUTHOR: General Arts and Science Department
MODIFIED BY: Sara Trotter, Learning Specialist CICE Program

DATE: Sept/2016 **PREVIOUS OUTLINE DATED:** 2015

APPROVED: "Angelique Lemay" Sept/16

DEAN

DATE

TOTAL CREDITS: Three

PREREQUISITE(S): None

HOURS/WEEK: Three

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For additional information, please contact the Dean, School of Community Services Interdisciplinary Studies, Curriculum & Faculty Enrichment
(705) 759-2554, Ext. 2737

I. COURSE DESCRIPTION:

CICE students, with assistance from a learning specialist, will learn how to engage in the study of geographic patterns of the usage of our earth's surface. There is a concentration on such areas as the reasons for human migration, the geometry of urban place location, as well as manufacturing and agricultural patterns of location. Human activities are examined regarding activity spaces, mental images and maps, as well as time budgets, and the transportation linkages that connect all these activities together.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

A.

Learning Outcomes

1. Recognize human geography concepts.
2. Examine the changing global context.
3. Investigate Geographies of Population.
4. Investigate the interaction between humans, environment and technology.
5. Explore the Mapping of Cultural Identities.
6. Explore the Geography of Economic Development.
7. Investigate Agriculture and Food Production.
8. Explore the Politics of Territory and Space.
9. Develop skills in investigation and presentation of human geography.

B.

Learning Outcomes and Elements of the Performance

1.

Recognize human geography concepts.

Potential Elements of the Performance:

- explore the uniqueness of Places and the influence and meaning of Places
- identify the interdependence of geographic scales and the two-way process of interdependence
- explore geography and exploration
- investigate globalization
- review human geographical concepts and tools

2. Examine the changing global context.

Potential Elements of the Performance:

- trace pertinent historical developments of Human Geography
- investigate industrialization and geographic change
- investigate patterns of settlement and urbanization

3.

Investigate Geographies of Population

Potential Elements of the Performance:

- recognize and explore demography
- understand population distribution and structure
- recognize and apply:
 - o population dynamics and processes
 - o population and migration issues
- relate population, health and environment issues
- gather census data

4.

Investigate the interaction between humans, environment and technology.

Potential Elements of the Performance:

- define nature, society and technology
- investigate key historical impacts on Nature
- explore resource issues
- explore environmental impacts of energy needs

5.

Explore the Mapping of Cultural Identities.

Potential Elements of the Performance:

- investigate culture as a geographical process
- explore folk and popular culture
- investigate geography, religion and language
- describe Cultural Nationalism
- explore and investigate:
 - o sexual geography
 - o ethnicity and place
 - o race and place
 - o gender, class and vulnerability
- explore Globalization and Cultural Change

6.

Explore the Geography of Economic Development.

Potential Elements of the Performance:

- assess the unevenness of economic development
- investigate the development and distribution of industry
- apply economic structure of countries and regions
- explore principles of commercial and industrial location
- investigate economic interdependence Globalization and local economic development.

7.

Investigate Agriculture and Food Production.

Potential Elements of the Performance:

- trace traditional methods, historical developments and global restructuring in agricultural production
- investigate the impact of the Environment on Agriculture and the impact of Agriculture on the Environment

8.

Explore the Politics of Territory and Space.

Potential Elements of the Performance:

- trace the development of the state
- investigate Geopolitics and international relations
- explore colonialism and political geography
- investigate and explore governing and democracy

9.

Develop skills in group investigation and presentation of human geography.

Potential Elements of the Performance:

- investigate a geographical subject
- apply human geographical terms
- analyze patterns
- construct a presentation
- illustrate reporting/presentation methods

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Rubenstein, James M., (2015). Contemporary Human Geography.

(Third Ed.). Toronto: Pearson.

2. Additional Resource Materials

Handouts, Video, etc., (provided by the professor)

IV. EVALUATION PROCESS/GRADING SYSTEM:

Tests	50%
Assignments	30%
Presentation	20%
Total	100%

The following semester grades will be assigned to students:

Grade

Definition	Grade Point Equivalent	
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit) Credit for diploma requirements has been awarded.

S Satisfactory achievement in field /clinical placement or non-graded subject area.

U Unsatisfactory achievement in field/clinical placement or non-graded subject area.

X A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.

NR Grade not reported to Registrar's office.

W Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

NOTIFICATION POLICY IN BRIEF (Mutual Respect, Courtesy and Accountability)

If a student misses a test due to a verifiable illness or incident, the professor will determine if the student is eligible for an extension for an assignment or re-scheduling of a test. The student is ultimately responsible and obligated to contact the professor by phone, in person or in writing prior to the assigned due date or test time. The 24-hour voice mail number allows you to immediately notify the professor with your name, message and phone number.

Upon returning to the college, (i.e. first day back) the student will immediately contact the professor to make arrangements for the test or assignment. Call, or come by the professor's office, or leave a note under his/her office door with a telephone number where you can be reached. Failure to do so will result in a zero grade.

V. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.

VI. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.