

West Hills College Lemoore

Course Revision Packet

Course Name/Title: **Physical Geography (GEOG 1)**

Originator: **Robert J. Hall**

Date: **02/27/2004**

Checklist:

- Course Revision Proposal Form**
- Course Outline**
- Distance Education Statement**
- Learning Resources Statement**
- Adopted Textbook Form**
- Prerequisite Form A**
- Prerequisite Form B**
- Prerequisite Form C**
- Prerequisite Form D**
- Prerequisite Form E**
- Limitations on Enrollment Justification**
- Faculty Signatures**

Signatures:

| | |
|---|--|
| _____ Date _____ Curriculum Department Representative (required) | _____ Date _____ Articulation Officer (required if transferable) |
| _____ Date _____ Dean of Learning Resources (required) | _____ Date _____ Director of Information Technology Services (requires ITS resources) |
| _____ Date _____ Chief Instructional Officer Lemoore (required) | _____ Date _____ Associate Dean of Vocational Education (required if Voc Ed) |
| _____ Date _____ College Curriculum Committee (approved) | _____ Date _____ Chief Instructional Officer Coalinga (required if offered in Coalinga) |
| _____ Date _____ District Curriculum Committee (reviewed) | _____ Date _____ West Hills Community College District Board of Trustees |

COURSE REVISION FORM

West Hills community college district

Initiated by: Robert J. Hall Date: 02/27/2004

Department: Geography

Course Name and #: GEOG 1 Title: Physical Geography

Change(s):

- Number
- Title
- Prerequisite
- Units
- Catalog Description Update
- Grading Option
- Prefix
- Deletion
- Textbook change
- Five Year Review

Content has been evaluated and updated. Yes or No

Other

Significant Change - *Does this change affect the course content to the degree a student could retake the course?*

Yes or No

From:

To: (Write new information here for any changes checked above.)

Justification: (Reason(s) for the above changes.)

Course Outline with Guidelines

Date: 02/27/2004

Department: Geography

Course Name & Number: GEOG 1

Course Title: Physical Geography

Units: 4.0

Grading option (select one): Standard Grading Only Credit/No Credit Only

Standard Grading/Credit/No Credit

Course Can be Taught Short Term Yes No

Justification to not teach short term: _____

Materials Fee: \$ _____

Full Semester Lec Hours: 3 /wk. Short Term Lec Hours: 6 / 9 wks.

Full Semester Lab Hours: 3 /wk. Short Term Lab Hours: 6 / 9 wks.

How many times may this course be taken for credit? 1

1. PREREQUISITE(S):

and/or

ADVISORY(S): Strongly Recommended Preparation: ENG 51B or equivalent

2. CATALOG DESCRIPTION: GEOG 1 is a general introductory Physical Geography course. Focus is on the spatial relationships and interrelations of matter, energy, and systems on or near the earth's surface. Class content will focus on geodesy, cartography, hydrology, geomorphology, meteorology, climatology, soil science, biogeography, and their integrated patterns of world distribution. Intensive use is made of maps and field trips.

3. INSTRUCTIONAL OBJECTIVES (Use measurable objectives only):

Upon completion of the course the student will be able to:

- A. define and demonstrate an understanding of the following terms and concepts:
geomorphology, climatology, solar radiation, endogenic, exogenic, landforms, hydrological cycle, energy balance, seasons, reasons for precipitation, global temperature patterns, atmospheric and oceanic circulation, atmospheric dynamics, weather, dynamics of the lithosphere, tectonics, earthquakes, volcanism, weathering and mass movement, landmass denudation, processes that create various landforms, fluvial processes and landscapes, eolian processes and landscapes, arid landforms and landscapes, ocean and coastal processes, glacial and periglacial processes and landforms, ecosystems, terrestrial biomes, and human/earth interactions.
- B. explain, using a systems approach, the various earth's landforms.
- C. analyze energy transfer and input through the use of various instruments for data collection and analysis.
- D. construct a hypothesis of landform development based on quantifiable information as well as visual clues.
- E. collect and analyze weather data and produce general weather predictions.
- F. demonstrate an understanding of human-environment interactions and consequences.

4. COURSE CONTENT AND SCOPE (instructional topics or units):

- A. Why study physical geography
 - 1. Physical science education
 - 2. Learned skills
 - 3. Employment opportunities
 - 4. Increased understanding of earth's systems
- B. Geography basics
 - 1. Understanding maps
 - 2. Understanding locations on earth
- C. The energy-atmosphere system (exogenic processes)
 - 1. Solar energy and seasons
 - 2. Earth's modern atmosphere
 - 3. Atmosphere and surface energy balances
 - 4. Global temperatures
 - 5. Atmospheric and oceanic circulation
- D. The water, weather, and climatic systems
 - 1. Water and atmospheric moisture
 - 2. Weather
 - 3. Water resources
 - 4. Global climatic systems
- E. The earth-atmosphere interface
 - 1. The dynamic planet
 - 2. Tectonics, earthquakes, and volcanism
 - 3. Weathering, karst landscapes, and mass movement
 - 4. River systems and landforms
 - 5. Eolian processes and arid landscapes
 - 6. The oceans, coastal processes and landforms
 - 7. Glacial and periglacial processes and landforms
- F. Soils, ecosystems, and biomes
 - 1. The geography of soils
 - 2. Ecosystem essentials
 - 3. Terrestrial biomes
 - 4. Earth, humans, and the new millennium
- G. All of the above topics will have laboratory components.

4. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):

The instructional methodologies will be broad in approach. The lecture aspects of the course will form the basis for establishing many of the course objectives. Hands-on materials will be employed in laboratory assignments to extend students understanding of the topics. Field trip experiences will provide students with techniques for understanding landforms, biomes, and related processes. Written essay/research papers will enhance retention of general concepts.

5. MULTIPLE METHODS OF EVALUATION (measurements of student achievement):

The student will be graded according to cumulative points on tests, quizzes, essays, field reports, laboratory assignments, formal research project, and possible extra credit assignments. Tests will be a combination of multiple-choice, true/false, essay, and map location identification. There will be a total of approximately 2,000 words written during the semester.

6. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:

Writing assignments are primarily connected to the laboratory and field experiences. A formal research project may also be required. The student will write approximately 2,000 words of analytical prose during the semester.

8. **ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING**

(use detail when describing student assignments and state in cognitive terms):

The mandatory writing assignments connected with the laboratory and field experiences and the research projects will require all students to demonstrate their critical thinking abilities. They will be required to collect datum relative to geographic phenomena, produce maps that reflect the spatial distributions of the datum, create hypotheses that explain possible relationships of the variables, and then develop models that may predict future events.

9. **ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:**

Throughout the course, students are exposed to worldwide patterns of weather, vegetation, landforms, etc. and then are shown how different cultural groups respond to or adapt to these patterns. For example, students learn how physical geography influences housing styles, clothing, festivals, foods, music, language, and myths of a group of people. In addition they learn that many geography terms are multilingual (e.g. bajada, karst, typhoon, mesa, prairie, etc.).

10. **REQUIRED EXTRA CLASS ASSIGNMENTS:**

It is anticipated that one required field experience will occur during the semester. The purpose and focus of the trip will be to demonstrate to the students that the many concepts discussed in the classroom really exist out in nature. The consequences of weather patterns are displayed in biomes, and the landforms that result from tectonic and erosional forces do exist beyond the textbook. Field trips provide the student with practical links to conceptual experiences. Any student unable to attend the required field experience will make up equivalent hours through research and guided study.

11. **STUDENT LEARNING OUTCOMES:**

(use detail when describing student learning outcomes)

1. Given an objective test, students will demonstrate understanding and application of the dynamic of the following systems: lithosphere, atmosphere, hydrosphere, biosphere and human/earth interactions.
2. Given a laboratory assignment, students will diagram and analyze a variety of landform and climatic regime models.
3. Given a laboratory assignment using weather instruments for data collection and analysis, the students will collect, chart, map, analyze weather data and make general weather predictions.
4. Given classroom, laboratory or field experiences, students will collect information, apply systems analysis and construct a hypothesis about specific landforms.
5. Students will write a critical assessment of the interrelationships between the physical environment and human endeavors.

Distance Education Statement

Course Number and Title: GEOG 1 Physical Geography

Initiated by: Robert J. Hall

Date: 02/27/04

The department does not recommend this course be taught via distance education at this time.

Justification: Given the very visual nature of the course along with the extensive use of maps, it would be difficult to offer the course via distance education.

The following must be completed for the delivery of this course via distance education technology as an addition to the original course outline:

(A textbook form will need to be completed if text differs from the original course).

1. What distance education modality is being proposed for the delivery of this course?

Video Conference Hybrid (Traditional/Online) Online (100% Internet)

2. What strategies will be employed for effective contact between instructor and students to assure learning outcomes, as specified in the course outline, are met?

3. Are there any specific requirements for the delivery of this course? Yes No
Please explain:

4. Provide an analysis of any additional cost factors that may be involved in offering this course:

| | | | | | | |
|--------------------------------|--------------------------------|-------|---|--------|---|--------------|
| Course Licensing: | License Fee Per Student Fee | | | | | |
| Proctor/Technician: | Coalinga | hours | X | days | X | rate = _____ |
| | Lemoore | hours | X | days | X | rate = _____ |
| | Firebaugh | hours | X | days | X | rate = _____ |
| Video Duplication: | | hours | X | copies | X | cost = _____ |
| Computer Hardware/Software: | | | | | | |
| Other: | | | | | | |

Total =

Learning Resources Statement

- Catalog Change
 Five Year Review

Course Title and Number or Discipline: GEOG 1 Physical Geography

Department : Geography Ext. _____

The holdings of the LRC collection in the subject area(s) related to the proposed new/revised course/discipline have been reviewed.

- The LRC has sufficient resources presently available for support of this course/discipline.
- The LRC resources are not presently adequate to support this course/discipline. Additional needed items have been identified and should be purchased.

Comments: _____

Learning Resources Statement

It is the policy of the West Hills Community College District to ensure that every course offered in the college curriculum is supported with a basic collection of materials and to ensure that the campus libraries are used by faculty and students in the teaching and learning process. Library research assignments are effective means to teach critical thinking. An essential outcome of each course in the curriculum, and fundamental to critical thinking and self-directed learning, is the skill to find information and conduct library research.

When a new course or program is being developed, the faculty responsible should work with library faculty to review collection adequacy and recency and to recommend purchase of materials which will support the course(s). Accordingly, for every new/revised course or program proposed, a library collection survey must be completed and signed by the course originator and the college librarian. Also, to maintain currency, a survey must be completed for each discipline as part of the five year curriculum review. This above summary will be attached to and filed with the course syllabus.

The purpose of the resources survey is:

- 1) To allow the course originator to become familiar with the library holdings in the subject area.
- 2) To inform the library staff of new additions to the curriculum so that supporting materials can be acquired before offering the course.
- 3) To guide the district to build an effective library budget.
- 4) To enable the instructor to integrate library assignments into new courses offered.

While survey completion is required, there are no standards for course or program support that the LRC must meet before a new course is approved or a five year program review is completed.

WEST HILLS COLLEGE LEMOORE
ADOPTED TEXTBOOK FORM

Course Name, Number & Title: GEOG 1 Physical Geography

1. Recommended textbook(s):

A. Title: Geosystems: An Introduction to Physical Geography
Edition: 5th ISBN #: 0-13066824-9
Author(s): Christopherson, Robert W.
Publisher: Prentice Hall
Required Optional
Readability level: 13.17 (Attach readability materials to original.)

B. Title: Applied Physical Geography: Geosystems
Edition: 5th ISBN #: 0-130348236
Author(s): Christopherson, Robert W.
Publisher: Prentice Hall
Required Optional
Readability level: _____ (Attach readability materials to original.)

2. Supplemental text(s):

A. Title: Goode's World Atlas
Edition: 20th ISBN #: 0-52864000-3
Author(s): Espenshade, Edward B. (Ed)
Publisher: Rand McNally
Required Optional
Readability level: _____ (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

3. Additional Textbooks:

A. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

FORM A
BASIC SKILLS ADVISORIES

*Use this form only to establish a basic skills advisory.

Course Number Course Title

The skills listed are the outcomes of Math 101, English 101B, and English 105B. Check off the major basic skills as recommended preparation for the outcome course(s) and enter how these skills and concepts will be used in the course.

Math Skills (These are the outcomes of Math 101)

- Understand and use whole numbers, fractions, and decimals, and use the arithmetic operations of addition, subtraction, multiplication, and division, plus raising a number to a power and extracting the square root
- Understand and use ratios, proportions, and percents; apply the U.S. customary units and metric units of measurement to calculate lengths, areas, volume, weight and capacity plus convert measures within and between the systems
- Understand the use of perimeter, area, volume, the Pythagorean Formula, and similar triangles (geometry)
- Use the operations of addition, subtraction, multiplication, and division of signed numbers
- Understand, use and solve variable expressions, equations, and word problems (pre-algebra)
- Analyze and interpret word problems to decide which principles, concepts and operations to use, and in what order to arrive at the conclusion

Enter below how these skills will be used in the outcome course:

Reading Skills (outcomes of English 101B)

- Read text with 11.0 reading level
- Read introductory collegiate level vocabulary
- Determine the main idea of a paragraph
- Identify major details that support the main idea

Enter below how these skills will be used in the outcome course:

Writing Skills (outcomes of English 105B)

- Write well-developed paragraphs using techniques in description, narration, argumentation, and compare or contrast
- Write complete, appropriate, and varied English sentences
- Write a basic 200 word essay that includes a thesis statement, topic sentences, and transitions
- Demonstrate fluency in writing assignments of varied length and subject matter

Enter below how these skills will be used in the outcome course:

Check the appropriate spaces:

- Strongly Recommended Preparation: Math 101 or equivalent
- Strongly Recommended Preparation: English 101B or equivalent
- Strongly Recommended Preparation: English 105B or equivalent

FORM B

COURSES REQUIRING A PREREQUISITE/COREQUISITE OR ADVISORY BEYOND BASIC SKILLS

*Use this form for the content review of all courses that will have a prerequisite, corequisite or advisory of any kind beyond basic skills. Use it also to establish that no prerequisite, corequisite or advisory is needed.

CONTENT REVIEW TO ESTABLISH THAT NO PREREQUISITE/COREQUISITE OR ADVISORY IS NEEDED

Course Number: GEOG 1 Course Title: Physical Geography

List in Column 1 at least three specific major concepts or skills that a student will learn in the prerequisite/corequisite or advisory course(s) that are essential to the successful completion of the outcome course. In Column 2, state why the skill in Column 1 is essential to success in the outcome course.

Put each prerequisite, corequisite or advisory course on its own Form B. If you need more space, attach a second page.

Prerequisite Corequisite Advisory None

| | |
|---|--|
| Course Title: English 51 B | Outcome Course Title: GEOG 2A |
| <u>Column 1</u> Exit Concepts and Skills of Prerequisite/Corequisite/Advisory Course: | <u>Column 2</u> Specifically How This is Necessary In the Outcome Course: |
| <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. compose coherent essays in class, demonstrating an ability to read, analyze, and respond to essay test questions in a logical and comprehensive manner. 2. compose coherent essays of 300-1000 words, each of which has an introduction, thesis statement, body of supporting paragraphs, and conclusion. 3. propose a research paper topic in a formal proposal, presenting the scope of the topic as well as research and organizational strategies. 4. demonstrate an improved ability to write clearly, using standard conventions. | <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. read and understand the materials of an introductory college-level textbook. 2. take concepts and ideas from the textbook and lectures and formulate responses to test questions. 3. compose phrases in simple sentences in response to short-answer questions. 4. identify major ideas and then support those ideas in well-written answers. 5. have the skills to analyze the course concepts and ideas than then produce a coherent essay that is clear, concise, and well organized. 6. propose a research paper topic, presenting the scope of the topic as well as research and organizational strategies. 7. extract and organize the course materials and then prepare a formal written research paper of at least 2,000 words using a bibliography of sources located in the library, on the Internet, and elsewhere. |

**FORM C
COREQUISITE/PREREQUISITE APPROVAL FORM**

*Use this form for any course that will have a prerequisite or corequisite (not for advisories) required by an external agency.

- Except for those courses within a departmental sequence, every prerequisite or corequisite requires content review plus justification of at least one of the five categories listed below.
- Every communication or computation, recency, or other measure of readiness prerequisite/corequisite requires research and statistical justification.
- Category Four is required for all course or skill requisites of communication, computation, recency and other measure of readiness.

Outcome Course Number: **Course Title:**

Corequisite/Prerequisite Course Number: **Course Title:**

Check the following that apply. Documentation must be attached.

- 1. The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers.

- 2. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Attach Form E.

- 3. The prerequisite is required in order for the course to be accepted for transfer to the University of California or California State University systems.
Justification: Indicate how this is so.

- 4. Significant statistical evidence indicates that the absence of the prerequisite course or skill is related to unsatisfactory performance in the outcome course.
Justification: See Form D.

- 5. Three California State University/University of California campuses require an equivalent prerequisite or corequisite for a course equivalent to the outcome course. List below.
Attach photocopies of the UC and/or CSU course descriptions from the respective catalogs.

| UC/CSU CAMPUS | COURSE DEPT./NO. | CO-/PREREQUISITE |
|---------------|------------------|------------------|
| | | |
| | | |
| | | |

**FORM D
PREREQUISITE/COREQUISITE RESEARCH AND DATA
COLLECTION REQUEST FORM**

*Use this form is for a prerequisite or corequisite that requires research and data collection.

This form must be completed by the faculty member initiating the request for research data collection to establish a prerequisite/corequisite for a course.

Approval of the research request must be obtained by the appropriate Associate Dean and the Curriculum Committee.

Course Number: **Course Title:**

Proposed Prerequisite:

Proposed Corequisite:

Faculty Member Initiating Request:

Establishment of proposed prerequisite/corequisite has been discussed with all affected faculty:

Yes No

Step 1: The content review analysis (Form B) required for establishment of all prerequisites or corequisites has been completed.

Yes No

Step 2: Indicate below specific course sections selected for data collection and projected enrollment of course sections. This information will be used to determine adequacy of student sample size required for data analysis.

| <u>Course Section(s)</u> | <u>Term</u> | <u>Projected Enrollment</u> |
|--------------------------|-------------|-----------------------------|
|--------------------------|-------------|-----------------------------|

Step 3: Select the student outcome measures listed below that you would like used for data collection and subsequent statistical analysis. Final grade outcome data will be included in all research designs; however, instructors are encouraged to select one additional student success outcome measure to be included in the research analysis.

- Final Grade Only
- Instructor evaluation ratings of students' level of preparedness or potential for success in the course.
- Midterm grade based on work completed.
- Student perceptions concerning level of preparedness or potential for success in the course.

Step 4: Meet with the appropriate Curriculum Representative and Associate Dean to discuss content review analysis and proposed prerequisite/corequisite research request.

Verification of Departmental Approval:

Curriculum Representative _____ Date _____

Associate Dean _____ Date _____

Step 5: Present this Research and Data Collection Request Form to the college Curriculum Committee for approval.

Curriculum Committee Co-Chair _____ Date _____

Step 6: Submit completed research data collection request form to the college institutional researcher for review. The institutional researcher will meet with the faculty member to discuss research design and required data collection procedures.

Research Approval:

Institutional Researcher _____ Date _____

Step 7: Submit the successfully completed research study to the Curriculum Committee for its approval.

Approved by Curriculum Committee:

Faculty Co-Chair _____ Date _____

Administrative Co-Chair _____ Date _____

FORM E
HEALTH AND SAFETY PREREQUISITES

*Use this form for health and safety prerequisites.

Course Number: **Course Title:**

Prerequisite:

A prerequisite may be established for a course in which the student might endanger his or her own health and safety and that of others. The prerequisite consists of the necessary skills that the student must possess in order to protect his or her health and safety or that of others before entering the course. Content review for health and safety (Form E) identifies the health and safety skills necessary for a student to enter a particular course rather than the skills or body of knowledge necessary for a student to succeed in the course (Form B). Disciplines should also review the applicable provisions of the Federal Government's Americans with Disabilities Act of 1990 in regard to any requirements that apply specifically to students with disabilities and the Federal Vocational Education Act provisions that relate to students with limited English skills.

The following are required:

| <u>Column 1</u> Health and Safety Skills Necessary to Enter the Outcome Course | <u>Column 2</u> Health and Safety Hazards of the Outcome Course |
|---|--|
| | |

LIMITATIONS ON ENROLLMENT JUSTIFICATION

Enrollment may be limited based on auditions and tryouts for performance courses, specification of certain courses or sections of courses as an honors program, and criteria to select a cohort of students to enroll as a group in certain courses or sections of courses. Be mindful of the disproportionate impact the limitation will have on specific groups of students. It is important to determine if the limitation will disproportionately keep underrepresented students from enrolling in the course or block of courses.

Course Number(s):

Course Title(s):

Rationale for limiting enrollment:

Equivalent course(s) available to meet degree or certificate requirements:

Disproportionate Impact of Limited Enrollment:

It must be determined during program review whether the limitation disproportionately keeps underrepresented students from enrolling in the course or block of courses. If there is a disproportionate impact, a plan must be adopted to remedy this impact.

COURSE REVISION PACKET FACULTY SIGNATURES

Originating Faculty Member:

Signed: _____ Date: _____

Department Members and Consulted Faculty:

| Name | Date | Primary Campus | | |
|---------------|----------|--------------------------|--------------------------|--------------------------|
| | | Coalinga | Lemoore | NDC |
| Signed: _____ | __/__/__ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Signed: _____ | __/__/__ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Signed: _____ | __/__/__ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Signed: _____ | __/__/__ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Signed: _____ | __/__/__ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Signed: _____ | __/__/__ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Departments with similar or overlapping course content:
Curriculum representatives' signature:**

Consult with any other department on campus with similar or overlapping course content.

Signature, Department Curriculum Representative (Originating Department) Date

Agreement: Yes No

Comments: _____

Signature, Department Curriculum Representative (Consulting Department) Date