

**DEGREE/PROGRAM CHANGE
FORM C**

Fields marked with * are required

Name of Initiator: Scott Freunds Schuh **Email:*** sfreunds@unm.edu **Date:*** 10-31-11

Phone Number:* 505 2770058 Initiator's Rank / Title* Professor and Chair

Faculty Contact* Maria Lane Administrative Contact* Jazmin Knight

Department* Geography

Division **Program**

Branch

Proposed effective term:

Semester Fall ▼ Year 2012 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼ CIP Code

Name of New or Existing Program * Geography - Addition of GEOG 140 to Core

Catalog Page Number Select Category Major ▼ Degree Type BA and BS

Select Action New ▼

Exact Title and Requirements as they should appear in the catalog.

See current catalog for format within the respective college (enter text below or upload a doc/pdf file)

Add GEOG 140, World Regional Geography to AREA 5: HUMANITIES of the core curriculum.

☐ **This Change affects other departmental program/branch campuses**

Reason(s) for Request * (enter text below or upload a doc/pdf file)

see attached file that includes the follow sections: Proposal to add GEOG 140 to UNM Gen Ed Core Curriculum Syllabus Learning Outcomes Assessment Report 2008-2009 Report of Core Assessment Department of Geography Plan for Assessment of Student Learning Outcomes 2012-2015

[proposal for GEOG 140 into core.doc](#)

Statements to address budgetary and Faculty Load Implications and Long-range planning

* (enter text below or upload a doc/pdf file)

This course is part of Professor Lane's normal teaching load, therefore requires no exceptional budgetary or faculty load requests.

This course is also included in the department's long-range plans through 2015 (we plan courses 4 years out).

Proposal to add GEOG 140 to the UNM General Education Core Curriculum

Faculty contact: Maria Lane

Department: Geography

HED Area: Humanities, Area 5

Course number: GEOG 140

Catalog title: World Regional Geography

Catalog text: This course introduces the cultural and historical geography of the world's regions, identifying the spatial patterns and historical-geographic contexts of current economic and political issues in and among the world's regions.

Justification for adding the course to the core:

How will this course benefit UNM students? World Regional Geography helps students develop a critical international perspective on both culture and the natural world. It provides a knowledge base that is augmented by the introduction of critical thinking skills that allow students to make sense of relationships between (a) cultural diversity and globalization, (b) human development and environmental change, and (c) historical patterns of cultural contact and current patterns of conflict. By learning to think spatially and to see meaning in the arrangement of things in space, students in this class develop a basic international geographic literacy. This skill prepares them for continued lifelong learning in an era of globalization and for informed and ethical participation in our multicultural world.

Why does this class belong in the UNM Core Curriculum? World Regional Geography gives students a strong grounding in broad knowledge about other cultures and landscapes, thus contributing a critical international perspective to the intellectual values typically obtained in a liberal arts education. Like other courses in the core curriculum, it challenges students to think broadly about the world and their own place within it. Unlike existing Humanities courses that separate West from East (as in the Religious Studies core) or past from present (as in the History core), however, this course teaches students to understand and use basic geographic concepts that apply across both space and time. This unique skill set teaches students to build conceptual models of cultural interaction, movement, change, and conflict that include themselves and their own cultures in relationship with others.

Impact on other departments/courses currently in the core:

World Regional Geography will augment the current Humanities (Area 5) core offerings without negatively impacting other courses or departments. The departments that currently offer Humanities core courses with a broad international perspective include History (101L and 102L, Western Civilization) and Religious Studies (107, Living World Religions, and 263/264, Eastern/Western Religions). World Regional Geography complements the History courses by offering an explicitly spatial perspective that includes not just the dominant West but the entirety of all global regions. It complements the Religious Studies courses by offering a broader view of cultural patterns enmeshed within political, economic, and environmental contexts. Therefore, although World Regional Geography deals with themes in both historical and cultural geography (including religious and linguistic patterns), it is a very broad course that does not offer the same level of detail and specificity as the courses listed above. We think that this class will thus add a valuable option to the Humanities core curriculum for students seeking an international perspective *without* hurting enrollments in courses that offer students a more in-depth look at specific cultures and time periods.

Enrollments:

World Regional Geography has grown steadily in the last few years, rising from average enrollments of 10-15 students in the 2006-2007 academic year to a current enrollment of 54 in the fall semester of 2011. If this course is added to the core curriculum, we anticipate that the course will grow further over the next three years to an enrollment over 100 students, potentially as high as 150.

Assessment of Student Learning, to Date:

To date, the assessment of student learning for World Regional Geography has been done primarily in a “pilot” mode overseen by the primary course instructor. (Please see attached for a report of one of these preliminary assessments, which was completed when learning outcomes were slightly different.¹) We realize that inclusion of this course in the GenEd core would necessitate a more formal assessment process that includes all sections of the course and would ideally include additional Geography faculty beyond the primary instructor. We have already successfully implemented this kind of process for other core courses in the Geography Department, specifically GEOG 101/105L in Area 2 Science, and GEOG 102 in Area 3 Social/Behavioral Sciences. Based on this experience, we are fully prepared to implement a similar process for World Regional Geography as well, if it is added to the Humanities Core. (Please see attached for our most recent assessment for GEOG 102, which is included as an example of how we would approach assessment and reporting requirements.²)

Budget/Faculty Load:

This course is already taught each semester, so we do not expect any impact on budget or faculty load. The only change anticipated would be the need to schedule the course in larger classrooms to accommodate growth over the next several years.

Student Learning Goals and Outcomes:

- A. *To introduce students to basic patterns of the world's people, places, and environments.*
 - A.1 Students will be able to identify major environmental and cultural features of the world's regions on a map.
 - A.2 Students will be able to identify and describe cultural and historical links among two or more regions of the world.
- B. *To encourage students to think spatially and to see meaning in the arrangement of things in space.*
 - B.1 Students will be able to analyze the relationship between past and present patterns of cultural and economic activity in a given world region.
 - B.2 Students will be able to identify and explain patterns of cultural, economic, political and environmental change in a given region.
- C. *To foster students' critical thinking about geographic processes that define the world in which we live.*
 - C.1 Students will be able to analyze and critique a culturally significant regional or global map that is important to a past or present cultural conflict.
 - C.2 Students will be able to explain how globalization processes have impacted diverse characteristics and patterns in at least three of the world's regions.
 - C.3 Students will be able to predict how continued processes of economic globalization will impact cultural, environmental and political patterns in two or more world regions.

Please see attached for the current plan for assessment of these learning outcomes.³

¹ “GEOG 140 Learning Outcomes Assessment Report” <140-2-pilot-assessment.doc>

² “2008-2009 Report of Core Course Assessment” <140-3-assessment-example102.doc>

³ “Plan for Assessment of Student Learning Outcomes, 2012-2015” <140-4-asstplan.doc>

HED Core Competencies

The HED Area V Humanities core competencies are listed below, with references to all relevant specific Student Learning Outcomes for World Regional Geography (SLOs, as listed above) listed afterward.

1. Analyze and critically interpret significant primary text and/or works of art (this includes fine art, literature, music, theatre, & film). SLOs: C.1
2. Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). SLOs: A.2, B.1, C.1, C.3
3. Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives. SLOs: A.1, A.2, B.1, B.2, C.2
4. Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. SLOs: B.1, B.2, C.1, C.2, C.3
5. *UNM addition:* Identify, analyze, and apply criteria for making aesthetic judgments in at least one field of the fine arts and in at least one field of the humanities. SLOs: C.1, C.2

UNM Core Learning Goals

The UNM Student Learning GOals are listed below, with references to all relevant specific Student Learning Outcomes for World Regional Geography (SLOs, as listed above) listed afterward.

1. **KNOWLEDGE** of human cultures and the natural world, gained through study in the sciences and mathematics, social sciences, humanities, histories, language and the arts. SLOs: A.1, A.2, B.1, B.2, C.1, C.2, C.3
(Note: All SLOs for this class are in line with this core learning goal, especially since the fundamental goal of the class is to explore the variety of cultures and landscapes around the world, together with their variation in space and time.)
2. **SKILLS**, both intellectual and applied, demonstrated in written and oral communication, inquiry and analysis, critical and creative thinking, quantitative literacy, information literacy, performance, teamwork and problem solving. SLOs: A.1, A.2, B.1, B.2, C.1, C.2, C.3
(Note: All SLOs for this class are in line with this core learning goal, particularly in terms of spatial analysis skills that allow students to identify, interpret and predict geographic patterns.)
3. **RESPONSIBILITY**, both personal and social, that will be manifested in civic knowledge and engagement, multicultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning. SLOs: A.1, A.2, B.1, B.2, C.1, C.2, C.3
(Note: All SLOs for this class are in line with this core learning goal, particularly because the course presents geographic knowledge and critical-analytical skills in the context of a variety of regional and global issues and conflicts.)

Syllabus

GEOG 140: World Regional Geography

Spring 2012, MWF 1:00-1:50pm

Location: TBA

Instructor: Dr. Maria Lane, Department of Geography

Office hours: M/W 2:00-2:50

Office: Bandelier West, Room 224

Email: mdlane@unm.edu

In the last decade, American geographic illiteracy has become a matter of national concern. The average American has a hard time finding other countries on a world map and knows very little about other cultures, economies, environments, and religions. As the United States becomes ever more involved in international conflicts, initiatives, and alliances, however, it has become clear that this weakness must be addressed.

The challenge of understanding the cultural, historical, and environmental geography of the entire world is a pretty tall order. In this class, we will focus on an introduction to basic concepts. Students will learn where things are in the world, what different landscapes and cultures are like, and how spatial relationships define cultural patterns around the globe. As we move quickly through the world's many regions, we will barely skim the surface of many complex issues and places about which you will undoubtedly want to know more.

I hope that this introductory class will therefore lay the groundwork for a lifelong process of learning about other regions. World geography is changing all the time, and the facts and figures presented this semester may well be outdated in just a few years. In this course, I will challenge you to "think like a geographer" so that you can continue to apply basic geographic concepts to changing world environments and events long after the semester is over. You will also learn to pay close and critical attention to the sources that inform your understanding and perceptions of the world's diverse regions.

What will you get out of this class?

By the end of the semester, it is my goal for every student in this class to be able to:

- identify major environmental and cultural features of the world's regions on a map;
- identify and describe cultural and historical links among two or more regions of the world;
- analyze the relationship between past and present patterns of cultural and economic activity in a given world region;
- identify and explain patterns of cultural, economic, political and environmental change in a given region;
- analyze and critique a culturally significant regional or global map that is important to a past or present cultural conflict;
- explain how globalization processes have impacted diverse characteristics and patterns in at least three of the world's regions; and
- predict how continued processes of economic globalization will impact cultural, environmental and political patterns in two or more world regions.

What are your responsibilities in this class?

This course covers a significant amount of material and moves very quickly. Therefore, please realize the importance of keeping up with the reading and essay assignments throughout the semester. The grading policy allows you to skip some of the essay assignments without penalty (see section on “Grading”), but this is still a demanding class on a day-to-day basis.

As with all college courses, you should expect to spend up to 2 hours per week preparing for every hour you spend in class. For this class, the workload is designed to require **approximately 6 hours of work outside of class every week.**

Student participation is a critical part of how we will explore world geography and develop a sophisticated understanding of specific regions. **I expect all students to take seriously their responsibilities throughout the semester as “active learners”:**

1. Attend class regularly.
2. Complete reading assignments ahead of time.
3. Treat class discussion / activities as a critical part of the learning process.
4. Show respect for the opinions and contributions of your classmates and instructor.

Required Texts and Readings

- The required text for this class is **Globalization and Diversity**, 3rd edition.
- The required atlas for this class is **Goode’s World Atlas**, 22nd edition.

Please consult the course schedule and note that readings should be completed BEFORE the class for which they are assigned. **In addition to the textbook, you should read a national or international newspaper of your choice on a regular basis.** One of the main goals of the course is for students to improve their understanding of world events and places, so it is critical that you keep up with international news. Examples of good newspapers with international coverage include, *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *The Independent*, etc. Alternately, you may want to use a website with radio news such as National Public Radio (www.npr.org) or the British Broadcasting Corporation (www.bbc.co.uk/news).

Instructor Contact

I encourage you to visit me in office hours so that I can learn who you are, answer questions about the course, and help you meet your goals for this class. **My office is in Bandelier West Room 224 and my email is mdlane@unm.edu. I am available on Mon and Wed from 2-2:50pm and by appointment at mutually convenient times.**

Note: when you email me, PLEASE include “GEOG140” in the subject line of your email and sign your email with your full name. This will prevent the problem of your email getting caught in my junkmail filter.

Class Communications

Class materials will be posted on the course website on WebCT and typically will NOT be available in paper copies. To log in to our class site, go to <http://vista.unm.edu>, enter your UNM NetID and password, then click on GEOG 140. WebCT will contain guides to the reading assignments, essay assignments, review sheets, oral presentation guidelines, etc. I will also use WebCT to make periodic class announcements via email. Please make sure that you check your WebCT mail regularly, or change the settings to forward messages to the email address you check most often.

Class Format and Assignments

Over the course of the semester, we will cover 12 world regions, in the order shown on the course schedule. For each unit, we will follow a standard three-day format, as follows:

- Day 1 - Map quiz & map discussion (see “Map Literacy” section below)
- Mini-Lecture: usually on environmental and/or historical geography
- Due: perception essay (see “Essay Assignments” section below)
- Day 2 - Lecture: usually on human-environment interactions
- Activity: geographic concepts
- Due: textbook reading (check WebCT in advance for reading assignment)
- Day 3 - Lecture: usually on putting the region in global context
- Activity: current events and issues
- Due: textbook reading (check WebCT in advance for reading assignment)

Please note, however, that some regions will be covered in a condensed format (1 or 2 days), while others will extend to a 4th day to accommodate media presentations. In any case, **the first day of each unit always starts with a map quiz, with a perception essay always due before class on that same day.**

Map Literacy and Map Quizzes

Being able to locate where things are is a critical first step in understanding the overall geography of a region. There is simply no way around the fact that you must get familiar with the world map. Please bring your atlas to class every day, and get used to referring to a map when you are discussing or studying a region.

On the first day of each regional unit, we will have a brief map quiz before lecture. In advance, please consult the online review sheets for a list of places and features that you need to be able to identify on a regional map. Prepare carefully for these quizzes. We will have 12 map quizzes over the course of the semester, and I will count your 10 highest scores. **No makeup quizzes will be given for any reason.** If you miss a quiz, I will drop it as one of your 2 lowest scores.

Essay Assignments

For each region, you will write a one-page perception paper that is due before we begin the class unit. This is a simple exercise in which you record your personal perceptions of what the region’s landscape, economy and people are like. You will also report your personal experience with this region (through travel, reading, movies, personal acquaintances, etc.) and discuss the sources through which you have been exposed to this region. The point of these quick assignments is to get you thinking about how much you already know about world regions and to help you focus your attention on areas/topics that you want to understand in more depth. These essays must be logged online BEFORE the first class on each region, no exceptions. We will have 14 essays due over the course of the semester, and you are allowed to skip four of them. This is meant to give you some flexibility in managing your workload between this and other classes.

Class Participation

As described in the “Student Responsibilities” section on page 2, I expect everyone in this class to be an active participant. This means asking questions in lectures and discussions, participating in group activities, working with maps, and verbalizing your understanding of class concepts as part of the learning process. For different individuals, this entails different challenges. If you are extremely shy, you should make every effort to join discussions and activities without being prompted. If you are extremely outgoing and/or opinionated, you should make every effort to express your opinions with respect and to allow others the opportunity to contribute. As a facilitator, my first and foremost concern is that students be charitable in considering other’s points and constructive in their responses.

Regional Geography Journal

Over the course of the semester, you will keep a journal that records your exposure to international/regional news, your reactions to relevant current events, and your response to specific writing prompts that I will give you in class. This will mostly be a free-form journal, where you record your own interactions with course themes and concepts. I will give guidance in the first week on how to structure your entries in this journal, but you will have a significant amount of leeway in what you include. (For example, I don’t mind notes scribbled on the back of a bar napkin while you are at Kelly’s happy hour, if you just so happen to get into a relevant discussion about India-Pakistan cultural relations with a Pakistani immigrant while you are there...) When I give you a specific writing prompt or analytical exercise, it will include more specific guidelines for how to structure your response.

Journals will be collected periodically and at random throughout the semester for feedback and grading, so it is your responsibility to keep this journal current at all times. Over the course of the semester, I expect that you will write about 50 pages in your journal, which works out to an average of about 3 pages per week. On weeks where I give you a specific writing prompt, you will write more than 3 pages. What this means is that you will constantly be thinking about world regional geography this semester, which I hope will become a lifelong habit for you.

Grading

Your mastery of course content and concepts will be evaluated using the following grading breakdown:

Perception Essays	10%	10 best scores out of 14, one essay per unit/region
Map Quizzes	10%	10 best scores out of 12, one quiz per region
In-Class Activities	20%	Individual and group activities, graded on a daily basis
Geography Journal	15%	Collected randomly throughout the semester, at least 3 times
Midterm Exam	20%	Covers the first 6 regions
Final Exam	25%	Cumulative assessment of all regions, with emphasis on last 6

Exams

Exams will include map identification, multiple-choice, matching, and essay questions. For both the midterm and final exam, I will give you a review sheet in advance that includes potential essay questions.

The midterm exam will cover all of the regions discussed in the first part of the course. It will be similar in format to the final exam but is designed to be completed in half the time. It will give you a good preview of grading expectations for the final exam.

The final exam will emphasize topics/regions covered in the second half of the class, but it will also include cumulative and big-picture questions relevant to the entire course. It will be given in two parts, on two different days.

- Part 1 will consist of map identification, multiple choice, and matching questions. It will be completed in a single class session, with scantron sheets provided.
- Part 2 will consist of essay questions only. It will be completed in a single class session, and you must bring a bluebook.

Schedule

The course schedule shown below will also be posted on WebCT. In case of changes to this calendar, updates will be made on the website, and students will be notified via email and in class. Note: Assigned readings should be completed BEFORE the class on the date shown.

INTRODUCTION

ASSIGNMENTS

Wed, Jan. 18 Welcome and Introduction

Fri, Jan. 20 The Geographer's View of World History

Personal Geography
Essay

Mon, Jan. 23 Understanding Globalization

Wed, Jan. 25 How (and Why) to Study World Regions

Fri, Jan. 27 Geographic Concepts and Current Events

UNIT 1: EUROPE

Mon, Jan. 30 Cultural Diversity & Environmental Geography

Perception essay
Map Quiz

Wed, Feb. 1 Ethnicity, Nationalism & Nation-States

Fri, Feb. 3 Separatism vs. Supranationalism

Chapter 8
(see WebCT)

UNIT 2: THE RUSSIAN DOMAIN

Mon, Feb. 6 Culture, Environment and Economy

Perception essay
Map Quiz

Wed, Feb. 8 Ethnic Diversity and Political History

Fri, Feb. 10 Links to Central Asia

Chapter 9
(see WebCT)

UNIT 3: CENTRAL ASIA

Mon, Feb. 13 Ethnicity & Geopolitics

Perception essay
Map Quiz

Wed, Feb. 15 Cultural Crossroads & Current Conflict

Chapter 10
(see WebCT)

UNIT 4: EAST ASIA

Fri, Feb. 17 Environmental Regions and Issues

Perception essay
Map Quiz

Mon, Feb. 20 China: Demographic and cultural geography

Wed, Feb. 22 Japan & Koreas: Economic geography & geopolitics

Chapter 11
(see WebCT)

MIDTERM EXAM

Fri, Feb. 24 NO CLASS – TIME TO REVIEW FOR MIDTERM

Mon, Feb. 27 **Midterm Exam**

UNIT 5: SOUTHEAST ASIA

Wed, Feb. 29 Environmental Geography

Perception essay
Map Quiz

Fri, Mar. 2 Colonialism in the Shatterbelt

Mon, Mar. 5 Globalization Impacts

Chapter 13
(see WebCT)

UNIT 6: AUSTRALIA & OCEANIA

Wed, Mar. 7 Environmental History

Perception essay
Map Quiz

Fri, Mar. 9 Migration & Geopolitics

Chapter 14 (see WebCT)

SPRING BREAK

NO CLASS MARCH 11-18, 2012 – SEE YOU NEXT WEEK!

UNIT 7: SOUTH ASIA

Mon, Mar. 19 Historical and Economic Geography

Perception essay
Map Quiz

Wed, Mar. 21 From Colonialism to Globalization

Fri, Mar. 23 Religious Geography

Chapter 12
(see WebCT)

UNIT 8: SOUTHWEST ASIA AND NORTH AFRICA

Mon, Mar. 26	Environmental History and Ethnic Diversity	Perception essay Map Quiz
Wed, Mar. 28	Colonial Legacy in Desert North Africa	
Fri, Mar. 30	Resource Geography & Arabian Oil	Chapter 7 (see WebCT)

UNIT 9: SUBSAHARAN AFRICA

Mon, Apr. 2	Environmental & Cultural Diversity	Perception essay Map Quiz
Wed, Apr. 4	Historical Geography of Colonialism	
Fri, Apr. 6	Medical Geography & Economic Development	Chapter 6 (see WebCT)

UNIT 10: CARIBBEAN

Mon, Apr. 9	Historical Geography & Environment	Perception essay Map Quiz
Wed, Apr. 11	Culture & Economic Development	(no readings)

UNIT 11: LATIN AMERICA

Fri, Apr.13	Environment & Colonialism	Perception essay Map Quiz
Mon, Apr. 16	Movie: <i>The Motorcycle Diaries</i>	
Wed, Apr.18	Movie: <i>The Motorcycle Diaries</i>	Chapter 4 (see WebCT)
Fri, Apr. 20	Leftist politics and the wealth gap	

UNIT 12: NORTH AMERICA

Mon, Apr. 23	Environmental and Economic Geography	Perception essay Map Quiz
Wed, Apr.25	Immigration & Settlement Patterns	
Fri, Apr. 27	Economic Geography & Globalization	Chapter 3 (see WebCT)

CONCLUSIONS

Mon, Apr. 30	Antarctica and Beyond	Personal Conclusions Essay
Wed, May 2	Globalization & Conclusions	
Fri, May 4	Review for Final Exam	Final Geography Journals due

FINAL EXAM – Date, Time & Location TBA

GEOG 140: Learning Outcomes Assessment Report

Instructor: Dr. Maria Lane, Fall 2007

Desired Student Learning Outcomes

1. Students will be able to identify major environmental and cultural features of the world's regions on a map.
2. Students will know the basic environmental and cultural history of the world's regions.
3. Students will be able to apply fundamental concepts of environmental and cultural geography to the world's regions.
4. Students will be able to verbally express their understanding of global issues.
5. Students will be able to evaluate and refine their own perceptions of world regions.
6. Students will be able to find reliable information about world regions.
7. Students will be able to analyze current global issues in terms of the environmental and cultural geography of world regions.

Outcomes Assessed

(see attached reports)

- Outcome 1
- Outcome 3
- Outcome 5

Assessment Report for Outcome 1, Fall 2007

Outcome Assessed: Students will be able to identify major environmental and cultural features of the world's regions on a map.

Assessment Tool: Regular map quizzes were given for each region covered in the course.

Assessment Method: Scores for the regular map quizzes were evaluated in terms of their average and distribution.

Assessment Report:

Region	Average Score	Standard Deviation
Europe	89%	.22
Russia/C.Asia	84%	.25
China	96%	.15
Japan/Koreas	98%	.18
Southeast Asia	96%	.15
Australia/Oceania	90%	.21
South Asia	95%	.11
Middle East Oil States	90%	.18
Middle East (MENA)	95%	.15
Subsaharan Africa	88%	.16
South America	96%	.10
Mesoamerica	96%	.12
North America	89%	.22

Assessment Analysis:

With one exception, the class average on the map quizzes was above 85%, which is satisfactory for this class. In fact, most of the quizzes had averages of 90% or higher, which is excellent. There is no noticeable trend of improvement, which seems reasonable for an exercise that does not involve the development of new abilities or skills but rather the continued mastery of new content.

Assessment Report for Outcome 3, Fall 2007

Outcome to be Assessed: Students will be able to apply fundamental concepts of environmental and cultural geography to the world's regions.

Assessment Tool: Upon completing each regional unit, students were required to write a 2-page essay "that provides a thoughtful and sophisticated reaction to assigned readings and class discussions," using a series of question prompts that focus on geographical issues specific to each region. (See following pages for assignment prompts.)

Assessment Method: Dr. Lane selected a sample of the regional response essay assignments for assessment purposes: one from early in the semester, one from the middle of the semester, and one from the end of the semester. Using a holistic scoring rubric that focuses on students' ability to apply fundamental concepts of geography to specific landscapes and current events in each region, Dr. Lane assessed all student essays for each of the selected assignments in order to identify trends in performance. (See following pages for holistic scoring rubric.)

Assessment Report:

	Assignment #5 (Russia/C.Asia)	Assignment #13 (Australia/Oceania)	Assignment #23 (South America)
# of essays receiving score of 5: "Best"	4	16	10
# of essays receiving score of 4: "Good"	10	5	10
# of essays receiving score of 3: "Acceptable"	8	6	7
# of essays receiving score of 2: "Poor"	2	0	0
# of essays receiving score of 1: "Unacceptable"	0	0	0
Total # of essays submitted	24	27	27

Assessment Analysis: The quality of students' regional response essays improved over the course of the semester, with no student receiving a score lower than "Acceptable" in the later essays sampled, which is satisfactory. Significantly more students performed at the highest level ("Best") in the latest essay versus the earliest. Scores were highest, however, in the essay sampled from the middle of the term, perhaps indicating that students' improvement comes primarily in response to feedback on early essays but then levels off.

Assignment #5: Russia / Central Asia Regional Response Essay

Please write a brief essay (~2 pages double spaced) that provides a thoughtful and sophisticated reaction to assigned readings and class discussions about Russia and Central Asia. The following questions are meant to provide some ideas for what your essay might address, but you do not have to answer all (or any) of them directly. Furthermore, please remember that your essay should be a coherent piece of writing, not a list of answers to these questions.

- What defines the border between Europe and Asia?
- Which (if any) of the former Soviet republics can really be considered "European"?
- How did the Soviet Union influence the economic geography of this region?
- How will ethnically diverse sub-regions like the Caucasus nations and Central Asia make the transition to becoming modern nation-states?
- In what ways can/should Central Asia be considered an area of transition?
- Will Afghanistan recover political and/or economic stability in your lifetime?
- What do you consider the most pressing current issues in Russia & Central Asia today?
- How do these issues reflect Russia's and Central Asia's cultural and environmental geography?
- How well do you think most Americans know the geography of Russia and Central Asia? (And where do they get their information?)

NOTES:

[1] This essay **MUST** be logged online **BEFORE** the 1st Journal Check (Sept.17).

[2] Once you have received comments on this assignment, you may resubmit it for regrading, if you choose.

Assignment #13: Australia / Oceania Regional Response Essay

Please write a brief essay (~2 pages double spaced) that provides a thoughtful and sophisticated reaction to assigned readings and class discussions about Australia & Oceania. The following questions are meant to provide some ideas for what your essay might address, but you do not have to answer all (or any) of them directly. Furthermore, please remember that your essay should be a coherent piece of writing, not a list of answers to these questions.

- How has the physical geography of Australia & Oceania shaped its cultural and economic geography?
- What effect has isolation had on cultural diversity in this region?
- To what extent have Australia & Oceania been influenced by other world regions?
- Why is Australia have a predominantly urban settlement pattern?
- Compare and contrast the history and situation of the Australian Aboriginal peoples and the Native Americans.
- What is the legacy of European and American colonialism in Australia & Oceania?
- What are the challenges to development in Australia & Oceania?
- What do you consider the most pressing current issues in Australia & Oceania today?
- How do these issues reflect the region's cultural and environmental geography?
- How well do you think most Americans know the geography of Australia & Oceania? (And where do they get their information?)

NOTES:

[1] This essay **MUST** be logged online **BEFORE** the 2nd Journal Check (Oct.15).

[2] Once you have received comments on this assignment, you may resubmit it for regrading, if you choose.

Assignment #23: South America Regional Response Essay

Please write a brief essay (~2 pages double spaced) that provides a thoughtful and sophisticated reaction to assigned readings and class discussions about South America. The following questions are meant to provide some ideas for what your essay might address, but you do not have to answer all (or any) of them directly. Furthermore, please remember that your essay should be a coherent piece of writing, not a list of answers to these questions.

- Why does South America have the world's largest "wealth gap" between rich and poor people/countries?
- How did Roman and Moorish traditions of land use & ownership impact the eventual colonization of South America?

- How did European colonization of South America disrupt its indigenous ethnic geography?
- How is it that a continent so rich in natural resources has struggled so much with economic development?
- What explanations can you offer for the preponderance of leftist governments and movements in South America's recent history?
- Will Brazil become a global superpower? Why or why not?
- What do you consider the most pressing current issues in South America today?
- How do these issues reflect the region's cultural and environmental geography?
- How well do you think most Americans know the geography of South America? (And where do they get their information?)

NOTES:

[1] This essay **MUST** be logged online **BEFORE** the Final Journal Check (Dec.7).

[2] Once you have received comments on this assignment, you may resubmit it for regrading, if you choose.

Grading Rubric for Regional Response Essays

All region response essays will be scored on a scale of 1 to 5, using the criteria listed below. Please note that this is a ranking system, and the scores do not reflect “points.” (Adding up your scores over the semester will not automatically reflect your final grade. Improvement over the course of the semester will be taken into account, as will rewrites of journal entries.)

Score	Ranking	Description
5	Best	A paper at this level provides a clear thesis about the student’s understanding of the region. It addresses one or more specific issues in the region and uses basic geographic concepts to explain why and how certain events or patterns are unfolding in specific places. It reflects a thoughtful reading/viewing of assigned articles and videos, although it does not comment on every single reading. It reflects sophisticated understanding of concepts discussed in class.
4	Good	A paper at this level provides a clear thesis about the student’s understanding of the region. It addresses one or more specific issues in the region and refers to the basic geographic concepts that influence them. It reflects a thoughtful reading/viewing of assigned articles and videos, although it does not comment on every single reading. It reflects a somewhat sophisticated understanding of concepts discussed in class.
3	Acceptable	A paper at this level provides an unclear or disorganized statement of the student’s understanding of the region. It may address specific issues in the region but does not use basic geographic concepts to explain them. It does not reflect a thoughtful reading/viewing of assigned articles and videos. It reflects a cursory understanding of concepts discussed in class.
2	Poor	A paper at this level provides little more than the student’s own perceptions of the region. It does not address specific issues in the region or does not use basic geographic concepts to explain them. It does not reflect any familiarity with assigned articles and videos. It does not reflect even a cursory understanding of concepts discussed in class.
1	Unacceptable	A paper at this level is illegible, unintelligible, and/or incomplete. It communicates almost nothing about the student’s understandings of the region.

Assessment Report for Outcome 5, Fall 2007

Outcome to be Assessed: Students will be able to evaluate and refine their own perceptions of world regions.

Assessment Tool: Upon beginning each regional unit, students were required to write a 1-page essay that outlines their personal perceptions of the region and analyzes the sources that have formed these perceptions. (See following pages for assignment prompts.)

Assessment Method: Dr. Lane selected a sample of the regional perception essay assignments for assessment purposes: one from early in the semester, one from the middle of the semester, and one from the end of the semester. Using a holistic scoring rubric that focuses on students' ability to evaluate their own perceptions, Dr. Lane assessed all student essays for each of the selected assignments in order to identify trends in performance. (See following pages for holistic scoring rubric.)

Assessment Report:

	Assignment #2 (Europe)	Assignment #16 (Middle East: Oil States)	Assignment #24 (MesoAmerica)
# of essays receiving score of 5: "Best"	21	27	28
# of essays receiving score of 4: "Good"	11	4	1
# of essays receiving score of 3: "Acceptable"	2	0	0
# of essays receiving score of 2: "Poor"	0	0	0
# of essays receiving score of 1: "Unacceptable"	0	0	0
Total # of essays submitted	34	31	29

Assessment Analysis: The quality of students' regional perception essays improved over the course of the semester, with no student receiving a score lower than "Good" in the later essays sampled, which is more than satisfactory. Student performance improved continuously over the course of the semester, with the biggest jump in performance occurring between the earliest selected essay and the essay selected from the middle of the term. This perhaps indicates that students' improvement comes primarily in response to feedback on early essays but then levels off. This is the same essential finding from the assessment of Outcome 3.

Assignment #2: Europe Perception Paper

Please write a brief essay (~1 page double spaced) that outlines your personal perceptions of what Europe's landscape and people are like. What do you think it is like to live there? Do you have any personal experience with this region? (Have you traveled there? Do you have family or friends living there?) How have you been exposed to information about this region (books, movies, news, etc.)? How have these various ways of knowing the region impacted your perceptions? What other sources might be helpful in getting to know this region?

NOTE: This essay MUST be logged online BEFORE the first class on Europe (10am, Fri, Aug.24), no exceptions.

Assignment #16: Middle East Oil States Perception Paper

Please write a brief essay (~1 page double spaced) that outlines your personal perceptions of what the Middle East's Oil States' landscape and people are like. What do you think it is like to live there? Do you have any personal experience with this region? (Have you traveled there? Do you have family or friends living there?) How have you been exposed to information about this region (books, movies, news, etc.)? How have these various ways of knowing the region impacted your perceptions? What other sources might be helpful in getting to know this region?

NOTE: This essay MUST be logged online BEFORE the first class on the Middle East: Oil States (10am, Mon, Oct.15), no exceptions.

Assignment #24: MesoAmerica Perception Paper

Please write a brief essay (~1 page double spaced) that outlines your personal perceptions of what Mexico, Central America and the Caribbean's landscape and people are like. What do you think it is like to live there? Do you have any personal experience with this region? (Have you traveled there? Do you have family or friends living there?) How have you been exposed to information about this region (books, movies, news, etc.)? How have these various ways of knowing the region impacted your perceptions? What other sources might be helpful in getting to know this region?

NOTE: This essay MUST be logged online BEFORE the first class on Mexico, Central America and the Caribbean (10am, Mon, Nov.19), no exceptions.

Grading Rubric for Perception Papers

All perception papers will be scored on a scale of 1 to 5, using the criteria listed below. Please note that this is a ranking system, and the scores do not reflect “points.” (Adding up your scores over the semester will not automatically reflect your final grade, as improvement over the course of the semester will be taken into account.)

Score	Ranking	Description
5	Best	A paper at this level provides a clear statement of the student’s perceptions of the region, including landscapes, peoples, and the nature of daily life. It identifies specific sources that have informed the student’s opinions and critically assesses the impact of these sources. The paper also includes a thoughtful consideration of other sources that might broaden the student’s perspective on the region.
4	Good	A paper at this level provides a clear statement of the student’s perceptions of the region, including landscapes, peoples, and the nature of daily life. It identifies only vaguely the sources that have informed this perspective and engages in minimal or uncritical assessment of these sources. It provides a cursory consideration of other sources that might impact or broaden the student’s perspective on the region.
3	Acceptable	A paper at this level provides a summary statement of the student’s perceptions of the region, although it does not address all three components of landscapes, peoples, and the nature of daily life. It identifies only vaguely the sources that have informed this perspective. It does not assess the impact of these sources or consider other sources that might impact or broaden the student’s perspective on the region.
2	Poor	A paper at this level provides a summary statement of the student’s perceptions of the region, although it does not address all three components of landscapes, peoples, and the nature of daily life. It does not address in any way the sources that have informed the student’s perspective or that might impact it in the future.
1	Unacceptable	A paper at this level is illegible, unintelligible, and/or incomplete. It communicates almost nothing about the student’s perceptions of the region.

2008-2009 Report of Core Course Assessment

GEOG 102: Human Geography

Prepared by: Maria Lane
Submitted: May 2010

Assessment period: Fall 2008 – Spring 2009

Outcomes assessed: A.1, B.1, B.2, C.1

Measurement instruments: (1) common multiple-choice questions on all final exams and (2) written analyses of news articles assigned in all sections [Instructors: St. Germain (Fa08), Seidler (Fa08), Pease (Sp09), Brooks (Sp09)]

Assessment: (1) statistical analysis & discussion of results (Aug2009), and (2) qualitative analysis with rubric (aborted Aug2009)

Assessors: Lane, Cullen, Carr

Contents of Report

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Assessment Process/Results for Outcome B.1	3
Assessment Process/Results for Outcome B.2	5
Assessment Process/Results for Outcome C.1	5
Faculty Discussion	6
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Measurement Instrument for Outcomes B.2, C.1	7

Outcomes Assessed

- A.1. Students will be able to apply core geographic concepts to the spatial patterns demonstrated in a real-world scenario.
- B.1 Students will be able to identify the relationships that influence human-environment interaction in a specific location at a specific time.
- B.2. Students will be able to explain the geographic context of a current event or conflict.
- C.1. Students will be able to identify a current event that illustrates a core geographic concept.

Procedural Notes for Outcomes A.1 and B.1

1. Outcomes A.1 and B.1 were assessed with five multiple-choice questions that referred to a single current-events scenario included on the final exam in each GEOG 102 section. These instruments constitute direct measures.
2. Students in GEOG 102 completed these questions for a regular grade incentive.
3. Statistical summaries were collected by section, with no identifying information for any of the students enrolled.
4. The data reported here comprise a census of all answers, without sampling.

Procedural Notes for Outcomes B.2 and C.1

1. The assessment designed for outcomes B.2 and C.1 would have used qualitative rubrics to evaluate students' written news analyses in each GEOG 102 section. These instruments constituted direct measures.
2. This assessment was aborted for a variety of reasons explained on page 5.

A.1 Students will be able to apply core geographic concepts to the spatial patterns demonstrated in a real-world scenario.

Question #1 (see Scenario on p.4):

From this article, what factors have caused the refugees to leave their homes?

- A) quotas
- B) pull factors
- C) push factors **[correct answer]**
- D) ethnic cleansing
- E) high infant mortality

Answers selected	A	B	C	D	E	Students	percent correct
St.Germain(Fa08)	2	2	56	8	DNR	68	82.3%
Seidler(Fa08)	DNR	DNR	DNR	DNR	DNR	DNR	
Brooks(Sp09)	DNR	DNR	84	DNR	DNR	88	95.5%
Pease(Sp09)	0	0	18	2	0	20	90.0%
All classes	2	2	158	10	0	176	89.8%

DNR=did not report

Assessment: GEOG 102 students showed very good understanding of push-pull factors and resulting patterns in current events. Meets target for student learning.

Question #2 (see Scenario on p.4):

The situation in the Congo, as indicated in the article, shows a conflict involving

- A) nationalities and states.
- B) one state opposing another state.
- C) nationalities, states, and an international organization. **[correct answer]**
- D) religion.
- E) language.

Answers selected	A	B	C	D	E	Students	percent correct
St.Germain(Fa08)	32	6	30	0	DNR	68	44.1%
Seidler(Fa08)	DNR	DNR	DNR	DNR	DNR	DNR	
Brooks(Sp09)	24	20	42	DNR	DNR	88	47.7%
Pease(Sp09)	4	0	15	0	1	20	75%
All classes	60	26	87	0	1	176	49.4%

DNR=did not report

Assessment: GEOG 102 students showed very poor understanding of nationality/statehood and resulting patterns in current events. Does not meet target for student learning.

B.1 Students will be able to identify the relationships that influence human-environment interaction in a specific location at a specific time.

Question #3 (see Scenario on p.4):

Why can't the United Nations use military force to end the conflict?

- A) The UN has no sovereignty in the Republic of Congo.
- B) The UN by itself does not have its own military force to end the conflict, and must depend on the military forces of member states.
- C) The military forces working to keep the peace under the umbrella of the UN are not powerful enough to take on the rebels or the Congolese army.
- D) Member countries contributing forces to the UN are not interested in losing their personnel in a conflict that does not directly concern them.
- E) all of the above [**correct answer**]

Answers selected	A	B	C	D	E	Students	percent correct
St.Germain(Fa08)	10	2	2	44*	DNR*	68	64.7%
Seidler(Fa08)	DNR	DNR	DNR	DNR	DNR	DNR	
Brooks(Sp09)	DNR	DNR	DNR	DNR	53	88	60.2%
Pease(Sp09)	0	2	0	4	14	20	70.0%
All classes	10	4	2	48	67	176	63.1%

* Identified answer D as "correct," presumably due to changed choices.

DNR=did not report

Assessment: This is not a good assessment question. It does not test concepts related to human-environment interactions and geographical relationships.

Question #4 (see Scenario on p.4):

Where does the food that is being distributed most likely come from?

- A) Other LDCs within the same region in Sub-Saharan Africa
- B) Other LDCs around the world
- C) Individual farmers
- D) MDCs [**correct answer**]
- E) None of the above

Answers selected	A	B	C	D	E	Students	percent correct
St.Germain(Fa08)	10	2	2	54	DNR	68	79.4%
Seidler(Fa08)	DNR	DNR	DNR	DNR	DNR	DNR	
Brooks(Sp09)	DNR	DNR	DNR	84	DNR	88	95.5%
Pease(Sp09)	0	3	0	16	1	20	80.0%
All classes	10	5	2	154	1	176	87.5%

DNR=did not report

Assessment: GEOG 102 students showed very good understanding of the relationship between more and less developed countries. Meets target for student learning.

Question #5 (see Scenario below):

Why would a developed country donate food to alleviate hunger in a less developed country in another part of the world?

- A) It has surpluses it can spare.
- B) It feels an ethical obligation to relieve human suffering.
- C) It intends to regain the costs of the food with interest.
- D) A and B [**correct answer**]
- E) A, B, and C

Answers selected	A	B	C	D	E	Students	percent correct
St.Germain(Fa08)	6	2	0	46	14	68	67.6%
Seidler(Fa08)	DNR	DNR	DNR	DNR	DNR	DNR	
Brooks(Sp09)	DNR	DNR	DNR	67	15	88	76.1%
Pease(Sp09)	1	0	0	17	2	20	85.0%
All classes	7	2	0	130	31	176	73.9%

DNR=did not report

Assessment: This is not a good assessment question. It does not test concepts related to human-environment interactions and geographical relationships.

Scenario Used on Final Exams

Fall 2008, Spring 2009 (for assessment of A.1, B.1)

U.N.'s Envoy, and Food Aid, Reach Congo

November 14, 2008 -- Kiwanja, Congo (Reuters)

Aid workers began feeding tens of thousands of refugees in rebel-held areas of eastern Congo on Friday, as an envoy appointed by the United Nations started talks to try to avert a wider war.

The envoy, former President Olusegun Obasanjo of Nigeria, met with President José Eduardo dos Santos of Angola in Luanda, the Angolan capital, and then flew to Congo to meet with President Joseph Kabila in Kinshasa, the capital of Congo.

Mr. Obasanjo, who is seeking a solution to the conflict in the Congo province of North Kivu, said he also wanted to meet the rebels' leader, Laurent Nkunda.

Fighting between Mr. Nkunda's Tutsi rebels and the Congolese Army has led an estimated 250,000 people to leave their homes in North Kivu since last August, resulting in what the United Nations has called a humanitarian catastrophe, along with fear of a broader war.

For the first time after weeks of fighting, aid workers handed out rations of maize and lentils on Friday to the first of at least 50,000 civilians in Rutshuru territory, the scene of weeks of battles between rebel and government forces.

Under a hot sun, men, women and children lined up quietly in a church compound and a soccer stadium after a convoy from the United Nations World Food Program crossed the front lines.

Mr. Obasanjo said he hoped his mission could achieve peace. "I'm confident, but it will not be easy," he said.

It is feared that the fighting could escalate into a repeat of a war from 1998 to 2003 that embroiled other African states. The rebels seized swaths of territory and marched to the gates of Goma, the provincial capital, before declaring a cease-fire. Sporadic clashes have continued.

"I can't remember how many days my family hasn't eaten," said Djuma Kabere, a teacher, as young men pushed bicycles loaded with sacks of white cornmeal. "I think about four or five days. These are very small quantities. How can families survive?"

As the food was distributed, children ducked under ropes to scoop up handfuls of maize that fell to the ground.

B.2 Students will be able to explain the geographic context of a current event or conflict.
C.1 Students will be able to identify a current event that illustrates a core geographic concept.

Data Collection Procedure:

In order to assess these two outcomes, instructors in all sections of GEOG102 were asked to assign 4 news analyses throughout the semester (see assignment on page 7), with the idea that assessment would be performed on a sample of submissions with a qualitative rubric. Instructors were told to consider grading only 1 of the 4 submissions for content, giving a completion grade for the remainder, as a way of minimizing the grading load.

Data Collection Results:

St. Germain (Fa08)

- 68 students, 4 news analyses assigned through WebCT
- Instructor reported that student completion of all assignments was low
- Students did not include original article w/analysis
- Instructor was not able to download submitted assignments from WebCT.
- NO DATA AVAILABLE

Seidler (Fa08)

- Total number of students not reported, 4 news analyses assigned
- Students did not include original article w/analysis
- Students wrote at most one paragraph, most very short (3-4 sentences)
- Many submissions do not deal with geographical themes
- 77 students submitted essays; not all students completed all four assignments
- DATA AVAILABLE = ~300 ASSIGNMENTS

Pease (Sp09)

- 20 students, 4 news analyses assigned
- For 2 assignments, students were given article; for 2 assignments, students found own
- Some students included original article
- DATA AVAILABLE = 46 ASSIGNMENTS

Brooks (Sp09)

- 94 students, 2 news analyses assigned
- Almost all students included original article w/analysis
- Assignment 1 – 82 submissions
- Assignment 2 = 84 submissions
- DATA AVAILABLE = 164 ASSIGNMENTS

Assessment Discussion:

In an August 2009 meeting, Lane, Cullen and Carr made a decision not to perform the assessment because of: [1] significant variations in how instructors gave the assignment, [2] high levels of compromised or missing data, [3] unanticipated difficulties in assessing student analytical abilities without access to the news items they analyzed.

Faculty Discussion:

At a full meeting of the faculty on 4/21/2010, these results were discussed. Overall, the faculty accepted the conclusions of the assessment team and supported the revisions that were proposed (and area already underway) for the 2009-2010 assessment.

Recommendations for course content or pedagogy:

- The mixed results for outcome A.1 suggest that we need to improve our teaching in this area. After collecting more detailed data in the 2009-2010 assessment cycle, the faculty will have a full discussion of potential course modifications at the August 2010 Department Retreat.

Recommendations for assessment:

- The full faculty supported a revised assessment plan that was created by Lane, Carr, Cullen, and Brooks in Sept 2009 for implementation in Fa09, Sp10 and Su10.
- The news-analysis assessment will not be attempted again because of the logistical difficulties and increased workload for instructors (half of whom are usually PTIs for this class). Future assessment of outcomes B.2 and C.1 will be done via multiple-choice exam questions, which will be creatively designed around current events.
- An improved set of scenario-based multiple-choice questions has been designed to assess all outcomes with a single instrument.
- The 2009-2010 assessment questions have been (and will be) included on the final exams in all sections of GEOG102 this year.
- Results will be tabulated and analyzed at the end of summer 2010, for discussion at the August department retreat.

Assessment Workload and Efficiency:

Compared to other core courses, this is our most time-consuming assessment process.

Phase	Activities	Personnel/Time Spent
1. Assessment design	Meeting and individual work to create and circulation questions for final exams	Lane/1hr Seidler/2hr St.Germain/0.5hr
2. Data collection	Collect and deliver data (each semester)	St. Germain/5hr Seidler/4hr Brooks/4hr Pease/2hr
3. Data synthesis	Compile results, draft report (summer2009)	Lane/3hrs
4. Data discussion	Meeting to discuss results and draw conclusions (fall2009), followed by meeting of full faculty (spring2010)	Lane/1hr Carr/1hr Cullen/1hr All faculty/0.5hr
5. Assessment revision	Two meetings and individual work to compile and refine a new set of questions for the 2009-2010 assessment process	Lane/2hr Carr/4hr Cullen/3hr Brooks/3hr
6. Final reporting	Final revisions and report prep (spring 2010)	Lane/2hr
Total	4 meetings, significant individual work	39 person-hours

Measurement Instrument for GEOG102, Assessment of Outcomes B.2, C.1

CURRENT EVENTS ANALYSIS

Throughout this semester you will be required to complete four (4) ‘current events’ analyses. The purpose of these is to help you place these events into a meaningful geographic context. These written assignments must be typed, spell-checked and printed out on standard paper and should not be more than two (2) sides of one page in length. Each of these analyses will contain the following five (5) sections:

- Article Summary;
- Location(s) mentioned in the article;
- Geographical concepts discussed;
- Concept analysis;
- Sources.

Article Summary

In short...a summary is an abridged version of the original. The intent here is for you to read through the article and supply a condensed version of the material that was presented making sure you hit upon the main points delivered. Look for relevant and significant ideas, findings, and conclusions.

Location(s)

Include in your write-up the location(s) where the story took place. Also include from where the piece was written. This may help indicate to you whether it was a first-hand account of the material in the story or article.

Geographical Concepts

As you read through your chosen article keep in mind the geographic concepts we have discussed, such as patterns, processes, relationships as well as the Five Fundamental Themes of Geography – LOCATION, PLACE, MOVEMENT, REGION, HUMAN-EARTH RELATIONSHIPS. Also, look for topics we have covered in class – population dynamics (growth, migration), development issues, political geography topics, etc. your requirement here is to correctly identify the concepts found in and discussed in the article you have chosen.

Concept Analysis

For this section, you will be required to explain how the geographic concepts you found for the section above relate to or apply to the specific situation outlined in the article. Basically you will be clarifying how the particular concepts are interrelated to the situation found in the article and how they affect that situation now as well as what implications they may have for the future.

Sources

It is necessary for you to document your source for this assignment. The **required** format will be the MLA Style. The Modern Language Association (MLA) Style is widely used for identifying research sources. This [website](#) offers some good examples of this particular documentation style. You will also be required in this section to provide two other potential sources you would use to find more information about this subject you found for this review. These, too, will be written in the MLA Style.

Department of Geography
Plan for Assessment of Student Learning Outcomes, 2012-2015
Core Course in World Regional Geography: GEOG 140
The University of New Mexico

A. Broad Learning Goals for this Course

- A. To introduce students to basic patterns of the world's people, places, and environments.
- B. To encourage students to think spatially and to see meaning in the arrangement of things in space.
- C. To foster students' critical thinking about geographic processes that define the world in which we live.

B. Measurable Student Learning Outcomes for this Course

- A.1 Students will be able to identify major environmental and cultural features of the world's regions on a map. (HED Area V: 3)
- A.2 Students will be able to identify and describe cultural and historical links among two or more regions of the world. (HED Area V: 2,3)
- B.1 Students will be able to analyze the relationship between past and present patterns of cultural and economic activity in a given world region. (HED Area V: 2,3,4)
- B.2 Students will be able to identify and explain patterns of cultural, economic, political and environmental change in a given region. (HED Area V: 3,4)
- C.1 Students will be able to analyze and critique a culturally significant regional or global map that is important to a past or present cultural conflict. (HED Area V: 1,2,4,5)
- C.2 Students will be able to explain how globalization processes have impacted diverse characteristics and patterns in at least three of the world's regions. (HED Area V: 3,4,5)
- C.3 Students will be able to predict how continued processes of economic globalization will impact cultural, environmental and political patterns in two or more world regions. (HED Area V: 2,4)

C. Three-Year Plan for Assessment of Student Learning

Over the next three years (2012-2015), the Department of Geography will assess all of the learning outcomes listed above. Learning outcomes will be assessed using measures that collect evidence of learning from all students enrolled in GEOG140 each year.

Timeline of Outcomes to be Assessed:

2012-2013 – Outcomes A.1, B.1

2013-2014 – Outcomes A.2, C.1

2014-2015 – Outcomes B.2, C.2

Plan for Year 1 Assessment (Outcomes A.1, B.1)

Outcome A.1 Students will be able to identify major environmental and cultural features of the world's regions on a map.

- Assessment Tool: Map quizzes given throughout the semester will be used to collect direct evidence of student learning for this outcome.
- Assessment Method: Scores for the regular map quizzes will be evaluated in terms of their average and distribution.
- Expected Outcomes: Through analysis of all map quiz scores (averages, maximums, minimums, and standard deviations), geography faculty will examine how well students have achieved Learning Outcome 1. We will evaluate whether the student learning outcomes are satisfactory for this course and will use this information in the re-design of future sections of the course.

Outcome B.1: Students will be able to analyze the relationship between past and present patterns of cultural and economic activity in a given world region.

- Assessment Tool: Essay questions assigned on the final exam in each section will be used to collect direct evidence of student learning on this outcome.
- Assessment Method: A random sample of student essays will be selected from the final exams in each section. Using a holistic scoring rubric that focuses on students' ability to apply fundamental concepts of geography, a small committee of Geography faculty members will assess all student essays in several sub-categories.

- Expected Outcomes: Through analysis of these essays with the holistic rubrics, we will generate a report of how well students have achieved the learning outcome. The faculty as a whole will discuss whether the student learning outcomes are satisfactory for this course and will use this information in the re-design of future sections of the course.

PERFORMANCE TARGETS

- A.1. The performance target for this outcome is an average rate of 75% correct answers for each region.
- B.1. The performance target for this outcome is an average rate of 75% performance at a level considered “acceptable” or better in all sub-categories of the rubric.

ASSESSMENT PROCEDURE

Assessment of student learning in GEOG140 will be conducted on an annual basis. A committee of three Geography faculty members will be tasked with assessment duties, which will include:

- Compiling statistics for student performance on designated multiple-choice questions from all sections/semesters.
- Reviewing a sample of students’ written essays on final exams.
- Completing rubrics for the sampled written responses

During the year, the course instructor(s) will make copies of all relevant materials and will place these materials in an assessment file (to be administered by the departmental Assessment Coordinator) as soon as they are completed. Each year, the committee will report its results to the Assessment Coordinator, to be included in the Department’s annual report on the number of students assessed and the average scores recorded for each outcome. This report will be distributed to the entire faculty and to the Advisory Board.

Modifications to the assessment instruments/methods will be discussed each year at the annual faculty retreat. Changes in course structure/pedagogy will be discussed every third year, beginning in 2013-2014.