

ESOC5010/7010
TEACHING OF GEOGRAPHY
COURSE SYLLABUS
SUMMER 2008

Course Number: ESOC5010/70100 (3 credit hours) **Call Numbers:** 23-292/31-194

Instructor: John D. Hoge, Assoc. Prof., Elementary & Social Studies Education

Office: 627 Aderhold **Meeting Time:** Daily 3 to 5

Email: jdhoge@uga.edu **Phone:** 706.542.4416 (office) 706.353.3440 (home)

Official Course Description: Geographic principles and the history of geography in the school curriculum; the literature of the field, including textbooks; the application of special techniques; and geographic evaluation.

Required Readings:

Gershmel, P. (2005). Teaching geography. NY: The Guilford Press.

Wallach, B. (2005). Understanding the cultural landscape. NY: The Guilford Press.

Course Goals:

This course is designed to help students. . .

--expand content knowledge of physical and cultural geography

--develop knowledge of instructional materials and methods for teaching physical and cultural geography in upper elementary, middle, and high school settings

--investigate current events and public issues appropriate for consideration in upper elementary, middle or high school geography classes

--become aware of public policy issues with geographic dimensions and analyze how these issues are influenced by citizens' actions

Course Calendar: The schedule of topics, readings, assignments are posted in the calendar tool of the WebCT website for the course. You are responsible for checking this website regularly for assignments and communications.

Assignments, Requirements, and Notifications:

Midterm (20%)

An open-book exam covering the content of the assigned readings, handouts, and all other information presented in class sessions will be given at the midterm. The midterm exam will be composed of multiple choice, true/false, (accessed through WebCT) and short essay items.

Final Exam (20%)

An open-book final exam composed of multiple choice and true false items will be given via WebCT during the final exam period. (There is no essay on the final.)

Reading Reports (20%)

In order to promote thorough reading of course materials, students will be required to submit daily reading reports. The reading reports must be submitted on paper at the start of each class. Reading reports should, among other potential things, do such things as, summarize the main ideas contained in the week's reading, offer a reaction to any new or novel content, pose questions that have come to mind, and identify any confusing concepts or ideas that you have encountered. A portion of each class will be devoted to a discussion of the content of your reading reports.

Nation-State Reports (40% Undergraduate 20% Graduate)

Each undergraduate student will prepare either a nation-state (country) report OR a resource-product report and share the results of this report with the class. The focus of these reports is to build our knowledge of other nations and to put what we know or should know about other nations in comparative perspectives that help us make sense of raw data and mere information. Further information will be provided in class. Note: Graduate students must do one nation-state report and one resource-product report.

Resource-Product Reports (40% Undergraduate 20% Graduate)

Each undergraduate student will prepare a report on a natural resource/product report OR a nation-state report and share the results of this report with the class. Resources or products should be more elemental (i.e., a mineral, an agricultural product) rather than a finished product (i.e., cars, computers, clothing). The focus of these reports is to build knowledge of the most fundamental elements of the world's productive capacities and commerce and to put what we know or should know into a comparative perspective that helps us make sense of raw data and mere information. Further information will be provided in class. Note: Graduate students must do one nation-state report and one resource-product report.

Attendance, Class Preparation & Participation

Regular class attendance is extremely important. Attendance is kept on a signature roster. If you fail to sign the roster you will be marked absent in my grade book. If you miss the roster when it is first passed around, please ask to sign it at the mid-class break or at the end of class.

Participating in class should be a pleasant experience, especially if you are well prepared. We will do a variety of activities that are designed to demonstrate appropriate methods for geography instruction.

Absences

Absences due to illness or accidents requiring medical attention will be excused if you show me a doctor's excuse. For other absences, you may submit a written request for credit that will be considered on a case-by-case basis. Absences due to work schedules, clubs, athletics, weddings, etc. typically will not be excused. Each unexcused absence will reduce your final cumulative course average by 5% (e.g., if you had, for example, a 97 average and one absence, your course average would become a 92).

Reporting of Grades

Grades for assignments will be posted on the WebCT web site for the course. Final grade reports are available through OASIS.

Record Keeping

It is your responsibility to keep copies of all handouts and other materials needed to perform well and document your work in the class should questions arise. Copies of missed handouts, lecture notes, etc. should be secured from fellow students.

Make-ups, Re-dos, and Extra Credit

My policy regarding instruction is that I will try my very best to explain exactly what you need to know in order to do well in the course. My e-mail address and office phone number are on the syllabus. I check email several times each day and the phone is backed up by an answering service that I check daily. Please don't hesitate call or come past my office if you need assistance at the draft stage of your work. I will be glad to help you with any questions you may have.

Please don't ask for make-ups, re-dos, or extra credit assignments. They are not a part of my approach to teaching.

Academic Honesty

UGA's academic honesty policy, including provisions regarding plagiarism, applies to this course. This means, among other things, that you must give credit when you use the ideas of others and that your performance on WebCT assessments (tests) will be done by you individually.

Quality of Writing & Production

Up to one 20% of the value on any written assignment done outside of class may be deducted for poor quality writing and/or production. All written assignments done outside of class must be word-processed. Care should be taken not only with spelling, punctuation, and grammar; but also with elements of organization, composition, layout, and style.

Technology Use Requirements

It is expected that all students will possess the skills needed to use a computer, to include email, a web browser, and word-processing. Much of the course content is located on the WebCT course website. Students are expected to make good use of technology resources in all phases of the course.

File Naming

When students submit assignments as electronic/digital media or documents, they should name the file descriptively, beginning the file name with their first name initial and then their last name spelled out with this followed by a descriptive label that identifies the nature of the content. For example, if you wanted to send me your midterm essay and your name was Joe Student you would name your file JStudentMidterm.doc. And, when I returned it to you, I would name it JStudentMidtermCritique.doc. Students who send me files with names like "midterm.doc" should expect that they would not receive credit for their work.

SSID Numbers

We will rely on your UGA 810 numbers in this class. Please do not use your social security number in any communications.

Classroom Deportment

Cell phones **should be turned off** during class **unless** you are attending the class with the expectation of an impending emergency or crisis that will demand your immediate response. In such cases, please notify me at the start of the class, set your phone to vibrate and sit near the door so that you can easily respond to your caller. A collection of **other behaviors**, including excessive talking, use of profanity, making faces, interrupting, reading the newspaper after class starts, being rude, and disrespecting others will be unavoidably noted. If I become aware of these or other disruptive behaviors I will approach you privately and request that they cease. If they do not, your participation and attendance score will be reduced. If these behaviors are extreme or become habitual I will take further action to remedy the situation.

Grading Scale

90% to 100% = A

80% to 89.9%= B

70% to 79.9%= C

60% to 69.9%= D

0.0% to 59.9%= F