The University of South Dakota
Department of Anthropology and Sociology

GEOG 210 - World Geography
Desire2Learn online course

Spring 2018 Syllabus – January 8 – May 4, 2018

Instructor: Dr. Brian Leigh Molyneaux

Undergraduate Credit Hours: 3
Lessons: 15
Discussions/Research Activities online: 12
Quizzes: 8
Essay Outlines: 6
Short Essays: 3
No midterm or final exams

Useful Links

To access the course: d2l.sdbor.edu/ or my.usd.edu/uPortal/f/welcome/normal/render.uP
University Library: www.usd.edu/library
USD Writing Center: www.usd.edu/academics/writing-center
Purdue Online Writing Lab owl.english.purdue.edu/owl/

1. Course Description

This course explores the science of human geography, which concerns how individuals and societies adapt to, and interact with, their physical surroundings. Human geographers investigate the human use of space, the ways that different cultural groups pursue their economic, political and social lives and the impacts of humans on natural environmental systems.

Required Text

by James M. Rubenstein


The textbook versions above are the basic formats without any additional publisher content. They are ordered by relative cost. Note that if you buy the etext version, you are paying for a limited time subscription; you must use it online, as the text cannot be downloaded. The format you choose is not important, as long as you have the book contents (the 14 chapters of the 3rd Edition) in either text or digital versions.

Optional study aids provided by the textbook publisher: The publisher, Pearson, offers versions of the textbook with an optional study aid - Mastering Geography. Pearson describes this option as “an online homework, tutorial, and assessment program designed to work with Contemporary Human Geography to engage students and improve results. Interactive, self-paced coaching activities provide individualized coaching to keep students on track. With a wide range of visual and media-rich activities available, students can actively learn, understand, and retain even the most difficult concepts.”

You may find this additional resource helpful in your studies, as it includes videos covering each chapter and, most significantly, practice quizzes in the same format as the actual quizzes you will complete in the course. Please note, however, that none of the specific content of this or any other optional study resource is either referenced or required in the course.

2. Course Goals

After completing this course you will discover that the familiar setting you have grown up with plays a significant role in how you live - what you understand about the world around you and the options you have in all aspects of life. The conceptual and practical tools that Geography provides will help you identify and evaluate the economic, political and social forces behind your place in society and enhance your ability to understand why American culture has such distinct regional differences and variations in opportunity. You will be able to evaluate the problems and prospects the United States and other nations face as technologies and environments change across the world and you will develop an informed view about how we can better adapt to the new landscapes to come as we move through the 21st century.

With this grounding in the study of core behaviors, ideas and values that people share across the world in all walks of life, you will be able to adapt more easily to new situations as you follow your future path through work or higher education in our increasingly multicultural society.

3. Structure and Pace

This version of the GEOG 210 online course takes 15 weeks to cover the material in the textbook: an introductory week and then one week per chapter. Do not fall behind. It is almost impossible to catch up, and this course has no extra credit.
The weekly course routine has four separate Assignments or Activities: Reading, Discussion/Research, Quizzes and Writing.

- **Reading**: Each week (after Intro Week) you must read one textbook chapter and learn the content, and read/view other material (texts, videos) that might be assigned in some weeks.
- **Discussion/Research**: In 12 of the course Weeks (after Intro Week) you must take part in a class discussion or conduct a research activity relevant to the chapter you are reading for the week.
- **Quizzes**: In eight (8) course Weeks, you must complete a quiz (20 multiple choice questions). You may take the quiz at any point during the last four days of the week.
- **Writing**:
  - Task 1: In six (6) course Weeks, you must prepare a Research Outline – a short outline on an assigned topic that you prepare as a detailed plan for a Research Essay. **You must post your outlines in the Dropbox during the week that the essay topic is assigned (no later than Sunday, 11:59 pm Central Time).**
  - Task 2: Over the course, you must choose any three (3) of these outlines and expand them into short Research Essays. **You may submit these essays on one of two dates, as outlined in the schedule below. There are absolutely no extensions.**

4. **Assignments and Activities**

**Readings**

Each week, you must read an assigned textbook chapter and, depending on the subject, additional readings from external digital sources (within D2L or on the world-wide web) or a research activity. This additional information will be available in the Assignments and Activities document on the Content page.

I expect you to read all the assigned material – textbook chapters and other readings or videos. You will gain four grade points if you complete this weekly task.

**Reading Grade Point Summary**

<table>
<thead>
<tr>
<th>Read/view ALL assigned material for the week</th>
<th>3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Grade Points available over the course (14 weeks)</td>
<td>42</td>
</tr>
<tr>
<td>Percentage of final grade total</td>
<td>10%</td>
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</tbody>
</table>

Doing all the assigned work is crucial to your success in the course. Some weekly grade points are for jumping through the hoops (e.g., submitting work on time, posting a minimum number of comments in the discussion, or achieving a certain number of words in an essay). The quality grade points rest on your ability to read and understand the issues in the texts and communicate your grasp of the subject via discussions and the essay texts (see the grade point breakdown below).

The textbook has great value because it conveys the real wisdom and knowledge in the course. Its author reveals new perspectives on the world of our shared experience. Thinking about the ideas and
approaches critically will help you navigate between the virtual realities of the web and the real realities of your daily life in new and exciting ways.

Discussion/Research – the Geography Forum

Every Monday (beginning January 9), I will post a question or set a task in the Assignments and Activities document on the Content page and in the Geography Forum thread on the Discuss page. From Monday to Sunday this will be the subject of discussion and/or research for the week – and your opportunity to engage with other students in the course in matters connected to the chapters under study.

An Important Note: For posts to be acceptable in the Forum, they must contribute some pertinent ideas or content and follow the guidelines. Dashing off quick comments with no meaningful content or content without meaningful comments just to meet a deadline will not gain you any grade points.

The vitality of an online course is in the interaction between class members that the Forum affords. For this reason, it is crucial that you participate regularly, and in a thoughtful way.

**Discussion Guidelines**

| Post a first response to the instructor's question or assignment by Tuesday 11:59 PM CT. | 2 points |
| Respond as per the guidelines to at least six peer postings, one by Wednesday 11:59 PM CT. | 2 points |
| Include at least one direct quote from the assigned textbook chapter(s) in at least one post during the week. | 2 points |
| Include at least two references to external sources in at least one post during the week (include the url - web address). | 2 points |
| Read all posts in your Discussion group for the week. | 2 points |

**Research Activity Guidelines**

| Post at least 3 unique items to the Forum, the first one by Wednesday in the relevant course week at 11:59 PM CT. | 5 points |
| Submit the list of 10 selected items posted in the Forum (other than your own) , with your comments, by Sunday of the course week at 11:59 PM CT. | 5 points |
Discussion/Research Activity Grade Point Summary

| Total grade points available per Discussion/Research Activity | 10 points |
| Grade Points available in Discussion/Research over the course (12 weeks) | 120 points |
| Percentage of final grade total | 30% |

Feedback: As what you choose to submit in Discussions/Research Activities determines what grade points you have earned, you may easily track your own progress. Your earned grade points will appear in the grading area within two weeks of the end of the relevant discussion.

Research Essays

Your formal written work in the course consists of Research Essay Outlines and short, formal Research Essays related to the material covered in six of the textbook chapters. You will find the research essay topic on the Contents page.

Your assignment consists of two tasks:

1) For each topic, you must prepare a thoughtful, detailed Outline for a short Essay (not, at this point, the essay itself) that is your reasoned response, using ideas and materials relevant to the course, to a question or task outlined in the Assignments and Activities document on the Content page.

   Your outline must follow the “Full Sentence Outline” format as presented in the template provided (in the week’s Content folder). Note: “Full Sentence” does not mean one sentence per heading, but rather, headings written in full sentences. The completed outline must have enough content – with at least as many headings and statements as the example – to describe your proposed essay from topic to conclusion. It must also have a References Cited/Bibliography (see the link below for appropriate formats).

   You may find good advice on creating outlines at:
   https://owl.english.purdue.edu/owl/resource/544/03/

   Complete this writing/research task and put the outline in the appropriate Dropbox folder by the end of the week. This deadline is final; there are no extensions.

2) During the course, and well before the two essay deadlines (see schedule below) choose any three (3) of your completed outlines and expand them into short Research Essays (no less than 900 words, no more than 1500 words of text) to University standards for composition, grammar and spelling. Note: Title and references cited/bibliography are NOT part of the word count. Each essay must also have a References Cited/Bibliography (see the link above for appropriate formats).

   Submit the essay in the appropriate Dropbox folder by the submission date, as assigned. This deadline is final; there are no extensions.
Although very short, these documents should show well-reasoned and presented ideas and discussion of the question or task. Outlines that do not follow the guidelines above and essays below the minimum word count will receive 0 grade points.

Note: the more thought and detail you put into the outline, the easier it will be to produce the final essay, as you can simply expand the outline, rather than writing from scratch.

Essay Guidelines

Your outline and essay grade points depend on the extent to which you meet the following standards and requirements:

<table>
<thead>
<tr>
<th>Outline – meeting guidelines above, adherence to university standards for spelling and grammar, comparison of your work with other submissions, with respect to originality of content, logic and progression of ideas</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay – meeting guidelines above, adherence to university standards for spelling and grammar, comparison of your work with other submissions, with respect to originality of answer, logic and thoroughness of discussion.</td>
<td>12 points</td>
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<td>Essay - Include two direct quotes* from the text</td>
<td>4 points</td>
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<tr>
<td>Essay - Include (by quote or reference) at least four acceptable** external sources</td>
<td>4 points</td>
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</table>

* Acceptable quotes have relevance in the discussion; they help illustrate a point you are making. Phrases with little relevance to your discussion (inserted in the hope of meeting the guidelines) will not gain grade points.

**External sources must be of a similar standard to the textbook quotes to gain grade points. They must be primary sources – NOT Wikipedia, Answers.com, Ask Jeeves, and so on, as these are secondary sources that simply gather together and summarize information – with uncertain accuracy. You may use Wikipedia as a starting point for research, as its entries usually contain citations from primary sources – but you must go to the primary source for your quotation.

Essay Grade Point Summary

<table>
<thead>
<tr>
<th>Total Grade Points available for Research Essay Outlines – 10 points x 6</th>
<th>60 points</th>
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<tbody>
<tr>
<td>Total Grade Points available for Research Essay – 20 points x 3</td>
<td>60 points</td>
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<tr>
<td>Total Grade Points for research writing projects</td>
<td>120</td>
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<tr>
<td>Percentage of final grade total</td>
<td>30%</td>
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Results and feedback: your grade and feedback will be available in the Dropbox one to two weeks after the submission deadline.
Quizzes

There will be eight quizzes (each consisting of 20 multiple choice or true/false questions) on eight of the chapters. **There will be no midterm or final exams.**

The quiz will be available on the D2L course Quiz page in the week it is assigned between 1:00 am on Thursday morning and 11:59 pm Sunday night. **You are not to use books or other study aids. The quiz will NOT be proctored – but it will be TIMED.** You will get one (1) attempt to take the test and twenty minutes to answer 20 questions. The clock starts ticking as soon as you begin the quiz.

The questions derive from the textbook chapter contents. Read the relevant chapter carefully and make sure you know the material in the **Chapter Review** section at the end.

The quizzes are set to provide you with a score and percentage grade as soon as you complete your attempt. You may also view these scores on the **Grades** page of the website.

### Quiz Grade Point Summary

<table>
<thead>
<tr>
<th>Total grade points available per quiz</th>
<th>20 points</th>
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<tbody>
<tr>
<td>Total Grade Points available over the course (8 quizzes)</td>
<td>160</td>
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<tr>
<td>Quizzes as Percentage of final grade total</td>
<td>30%</td>
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### Grading Scale

**GP:** A = 100 – 90; B = 89 – 80; C = 79 – 70; D = 69 – 60; F = 50 - 0

**%:** A = 100 – 90; B = 89 – 80; C = 79 – 70; D = 69 – 60; F = 50 - 0
## 5. Schedule of Readings, Discussions, Quizzes, and Essays

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Discussion</th>
<th>Research Activity</th>
<th>Quiz</th>
<th>Essay Outline</th>
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<td>Intro Week</td>
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**Intro Week – January 8 – 14:** Introduction – Contemporary Human Geography

**Geography Forum – Discussion (voluntary) (Monday to Sunday, 11:59 pm Central Time)**

**Week 1 – January 15 – 21:** Chapter I – This is Geography

**Geography Forum – Discussion (required) (Monday to Sunday, 11:59 pm Central Time)**

**Quiz: Chapter 1 (January 18 - 21)**

**Week 2 – January 22 – 28:** Chapter 2 – Population & Health

**Geography Forum – Research Activity (Monday to Sunday, 11:59 pm central time)**

**Quiz: Chapter 2 (January 25 - 28)**

**Week 3 – January 29 – February 4:** Chapter 3 – Migration

**Geography Forum - Discussion (Monday to Sunday, 11:59 pm central time)**

**Research Essay Outline – Chapter 3 (due February 4 – if expanded, essay due March 18)**
Week 4 – February 5 – 11: Chapter 4 – Folk and Popular Culture

Geography Forum - Discussion (Monday to Sunday, 11:59 pm central time)

Research Essay Outline – Chapter 4 (due February 11 – if expanded, essay due March 18)

Week 5 – February 12 – 18: Chapter 5 – Language

Geography Forum – Research Activity (Monday to Sunday, 11:59 pm central time)

Quiz: Chapter 5 (February 15 – 18)

Week 6 – February 19 – 25: Chapter 6 – Religion

Geography Forum – Research Activity (Monday to Sunday, 11:59 pm central time)

Quiz: Chapter 6 (February 22 - 25)

Week 7 – February 26 – March 4: Chapter 7 – Ethnicities

Research Essay Outline – Chapter 7 (due March 4 – if expanded, essay due March 18)

================= March 5 – 11: Spring Break =================

Week 8 – March 12 – 18: Chapter 8 – Political Geography

Geography Forum – Discussion (Monday to Sunday, 11:59 pm central time)

Quiz: Chapter 8 (March 15 - 18)

Week 9 – March 19 – 25: Chapter 9 – Development

Geography Forum – Research Activity (Monday to Sunday, 11:59 pm central time)

Research Essay Outline – Chapter 9 (due March 25 – if expanded, essay due April 22)

Week 10 – March 26 – April 1: Chapter 10 – Food and Agriculture

Geography Forum – Discussion (Monday to Sunday, 11:59 pm central time)

Research Essay Outline: Chapter 10 (outline due April 1 – essay due April 20)
Week 11 – April 2 – 8: Chapter 11 – Industry

Geography Forum – Research Activity (Monday to Sunday, 11:59 pm central time)

Quiz: Chapter 11 (April 5 – 8)

Week 12 – April 9 – 15: Chapter 12 – Services and Settlements

Research Essay Outline – Chapter 12 (due April 15 – if expanded, essay due April 22)

Week 13 – April 16 – 22: Chapter 13 – Urban Patterns

Geography Forum – Discussion (Monday to Sunday, 11:59 pm central time)

Quiz: Chapter 13 (April 19 - 22)

Week 14 – April 23 – 27: Chapter 14 – Resources Issues

Geography Forum – Research Activity (Monday to Sunday*, 11:59 pm central time)

Quiz: Chapter 14 (April 26 – 29*)

* Note: the course officially ends on Friday, April 27, making it a short week, so I am adding two extra days (April 28 and 29) for the quiz and Forum for those who need the extra time.

6. Learning Strategies for Full Semester Course

- **Read your syllabus carefully.** The schedule provides you with a clear idea of your pace, workload and tasks every Week.

- **Be timely.** The online course just sits there, waiting for you to work, so you need some good self-discipline. Remember that it is the equivalent of a traditional course with 3 hours of lecture and additional time for assignments, so make sure you reserve enough time to complete the Weekly tasks. If you fall behind, you will find it very difficult to catch up, as the rest of life (in school and out) very often gets in the way.

- **Start each week by reading the Assignments and Activities document on the Content page.** Within this document, the **Points to Ponder** is a brief overview of the main theoretical issues in each chapter.

- **Then, turn to the end of each chapter in the text and read the Chapter Review** for a more detailed summary.
• **Finally, read through the chapter.** When you understand the issues you need to deal with, it is much easier to find the parts of the chapter that illustrate what you really need to know and study. This approach will save considerable reading and study time!

• **Read each chapter carefully!** The chapter summaries, their associated learning resources, and the key parts of the chapters make up your “lectures” for the Week. Noting key points in texts as you read (i.e., by highlighting electronic text or marking up a hard copy) is an extremely good way to study, as it helps you form an impression of the chapter or other text and provides a shortcut when you prepare for the quizzes.

• **Refer to outside sources while you work.** If you use search engines as you read electronic text (this is what I do), you can quickly and easily gain additional information on the subject at hand, resolve any problems of interpretation, or look up definitions – rather than letting the issue slide until the panic of exam time. And don’t forget the warmth, security, support and inspiration of a traditional library!

• **The most obvious strategy? Work hard. As you might expect, your success in the course will vary with the amount of effort you put into it.**

7. **FAQs**

• **How will I know what grade I get in the quizzes?**

The quiz results are posted automatically on the Grades page. These are raw scores. Your final grade in quizzes may improve slightly, depending on the overall class average.

• **How do I track my progress in Essays?**

You can track much of your progress yourself. You will receive grades on your outlines soon after submission. For submitted outlines and essays, you know whether or not you followed the guidelines regarding timeliness and the inclusion of quotations, so you can easily assess this part of your work. Quality judgments of your work according to academic, class and university standards are awarded when all papers are reviewed after the relevant deadlines.

• **Are essay deadlines recommendations or final dates?**

Deadline are final dates for submission – by all means, submit before then if you wish. I am very conscious of the fact that most students in this online course are balancing a number of conflicting demands on time – for example, full-time jobs, military service, children, or exceptional course loads. To be fair to all the class, therefore, work must be submitted by the posted deadline.
• What’s the best way to get a good grade?

Read the guidelines for gaining grade points in the Geography Forum and essays. Read all the assigned texts, study the chapters carefully, and meet all deadlines. Set up a schedule for doing the readings and completing each week’s assignments.

• Is there extra credit in this course?

Absolutely not. You are rewarded for your work on the course assignments and the standards you achieve during the course, just like your fellow classmates. There are no shortcuts to success.

8. More Advice on Discussions and Essays

Participation in the discussions in the Geography Forum

Discussions can be a bit difficult, as you have to know something of the subject in order to discuss it (thus, the emphasis on reading each week’s chapters). With this in mind, you should not be surprised that certain answer types will get no grade points in discussions:

1. Simply parroting someone else’s statement (that is, using the same ideas/words as an answer – like a talking parrot does when you speak to it).

For example, someone writes a post about how the geography of South Dakota influences its economic development, and they maintain that the state will always be dominated by agriculture. If you respond by simply agreeing/disagreeing, e.g.: “I agree/disagree with X’s statement that SD will always be mainly agricultural” and you don’t add any new information that is not in the original poster’s text, you get no grade points.

Always remember:

• unless you can back an opinion with factual information (that is, to defend it against those with different opinions), it is worthless; and
• the factual information cannot simply be someone else’s opinion, unless you have evidence that their opinion is backed by facts.

2. If someone makes a point in a discussion, you don’t get any grade points for making the same point, if you don’t add any new information to the original poster’s text.

3. If you do not contribute to the discussion until the last day of the week and then, only to meet the participation deadline (as evidenced by inadequate posts consistent with the two examples above), you will get no grade points.

While I will only evaluate your participation as outlined above, post as much as you like if you are interested in the discussion – I will score your best posts.
General Conduct in Communications

You should treat all communications in this class as you would in a face-to-face class, a workplace, or a formal social gathering. In other words, I expect you to post using proper grammar, spelling and “netiquette”. For examples of proper netiquette, please refer to the Online Student Handbook.

Please abide by these additional standards:

1. Check the discussion frequently and respond appropriately and on subject.
2. Capitalize words only to highlight a point – otherwise it will appear that you are shouting.
3. Remember that what you say online stays online, so while you may be vigorous in your discussion, be polite, literate, reasoned, and diplomatic.
4. If you refer to any information sources, cite them for the benefit of the other discussants – the point of all this interaction is mutual aid.
5. Don’t be too long-winded. You already have one book to read!
6. Don’t forward someone else’s messages without his or her permission.
7. Use humor carefully. Without face-to-face cues humor can be misinterpreted as criticism.
8. If something angers you, do not respond immediately. Calm down, think twice, and give a measured response.
9. To reiterate #3: what you say online stays online, and stays, and stays…..

Research Outlines and Essays

Important Spelling and Grammar note: Please maintain appropriate University standards in spelling and grammar. Your writing is part of what you reveal about yourself to the world – an increasingly big world, with lots of electronic eyes! Always take care. In particular I want you all to remember that you do not use an apostrophe when you make a plural – any plural. It is cats and dogs, not cat’s and dog’s. You use an apostrophe for a possessive (Look at my cat’s new toy) or a contraction (I’m not going out tonight). An important exception in possessives is its (I picked up the mouse by its tail), which violates the rule by omitting the apostrophe. The reason is that it’s is the contraction for it is (It’s snowing).

Check over your work. You will lose grade points for the error above and you may lose grade points for other persistent errors.

9. Getting in Touch

Please e-mail me through D2L. My address is blmolyneaux@d2l.sdbor.edu. As time has different meaning in an electronic world, I will vary my work on this course through each Week, but you can count on me reading my emails several times during the Week. Once I see your email, I will answer as soon as I can – usually within 24 hours.

If you have a burning question about the course and I am unavailable, try contacting some of the other class members through the class forum or on technical questions try the web – it is amazing how many people out there have similar issues!
10. Technical Standards and Issues

To take the course successfully, you will need to use a computer with the appropriate technology to access D2L. Of course, if you are reading this now, you probably do! If you need other technological help, contact the ITS Help Desk at 877-269-6837, 605-658-6000, or through the HelpTicket system: https://apps.usd.edu/helpdesk/requests

Please remember that it is up to you to sort out any technological problems, so test the system as soon as you sign up and before the first Monday of the course. Please be aware that the D2L system is not perfect either (e.g., see suggestions on the D2L site about using a Firefox browser if you have Internet Explorer 10+ on your computer, and comments about the server being either slow or down at certain times). So make sure in advance that you have the right computer and know the quirks of the system.

I also expect you to save and back up any files you create out of D2L for this course as you work on them. Your word processor will have several options for doing this. The simplest is to hit that little floppy disk icon (or other icon for saving a document) on your word processor now and again. You can usually recover a document that you have saved at least once, but if you have not saved a version, it’s gone (well, there are programs that will find data outside files on a hard drive)! We have all had the horror of computer hang-ups, crashes and other glitches, and so you are forewarned – no ‘virtual dog/cat ate my virtual homework’ excuses allowed.

11. Continuing and Distance Education Assistance

The Division of Continuing and Distance Education (CE) also offers a comprehensive guide and other guides/aids to the many student services available to distance learners:

http://www.usd.edu/continuing-and-distance-education/student-resources.cfm


12. Disability Accommodation

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director, Disability Services, Room 119 Service Center (605)677-6389
Web Site: http://www.usd.edu/student-life/disability-services
Email: disabilityservices@usd.edu
General University Policies and Procedures (content required by the Board of Regents in each course syllabus)

University Course and Exam Policies

Early Alert and Deficiency Grades
University policy requires instructors to submit Early Alert and Deficiency grades for students performing at the D level or below in a course. A student will receive an Early Alert report if the student has not completed the required postings by the Early Alert deadline. A student will receive a Deficiency at midterm if the student has not completed the required postings and/or received a grade of D or less on the midterm exam.

Instructor Initiated Drop
An Instructor Initiated Drop will take place if the student has not submitted required coursework as per the syllabus schedule. A student may also be dropped by the instructor for plagiarism or cheating as per College of Arts and Science policy.

Incomplete
The grade Incomplete (I) is given at the discretion of the instructor and only if arrangements are made by the student with the instructor for completing the course before the last day of the semester. The student must have completed all course requirements except for the final examination to be considered for the grade of Incomplete. A student then must complete the course before the end of the next semester or the grade automatically changes to F.

Course Evaluation
Students may be asked to evaluate the course using the institutional form as per the directives of the University.

University’s Academic Dishonesty Statement

University Statement on Dishonest Assignments:

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.
• Reported to the program in which the student is majoring so that the department may consider additional action

Academic Dishonesty: acts of dishonesty, including, but not limited to, the following:

1. Cheating, which is defined as, but not limited to, the following:
   a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination;
   b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments: or
   c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

2. Plagiarism, which is defined as, but not limited to, the following:
   a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with the practices of the discipline;
   b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers of other academic materials.

3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service.

4. Furnishing information known or believed to be false to any institutional official, faculty member, or officer.

5. Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentations of degrees awarded or honors received.

6. Tampering with the election of any institutionally recognized student organization.

7. Claiming to represent or act on behalf of the institution when not authorized to represent or to act.
Goals of the South Dakota System General Education Requirements

This class fulfills the following Goals of the South Dakota System General Education Requirements:

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<th>GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.</th>
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<td>1. Identify and explain basic concepts, terminology and theories of geography from different spatial, temporal, cultural and/or institutional contexts</td>
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<td>2. Apply selected geographical concepts and theories to contemporary issues</td>
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<tr>
<td>3. Identify and explain the social or aesthetic values of different cultures</td>
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*In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of the following Learning Outcome:*

| 5. The allocation of human or natural resources within societies | Weekly readings, online discussion group, multiple choice exams, written research papers. |

Freedom in Learning
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

Diversity and Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.