EDU 507/GEOS 507
Geographic Concepts and Skills for Teachers
Online Course Syllabus

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Course Description

This course is designed for current or future social studies, earth science, and geoscience teachers. The course will provide up-to-date geographic content, information, and related geographic skills associated with geography core content for the P-12 classrooms. The course was designed to accommodate P-12 teachers and geographers in the Master's Level program.

Required Text

Gersmehl, P. (2014). *Teaching Geography (3rd ed.)*. New York: The Guilford Press.

Course Objectives/Student Learning Outcomes

Objectives	Activities	Assessment
Model or illustrate sound activities, strategies, and representations to communicate specific geography content to students, including connections to the real world	Readings, Discussions, Field trip, planning of project	Guided Readings; Field Journal, Leadership Project
Analyze issues and problems to better understand how humans have interacted with their environment	Readings, Discussions, Field trip	Guided Readings, Field Journal
Plan a leadership role to spread geographic literacy in the locale of the student.	Leadership Project, Readings, Discussions, Worksheets	Leadership Project, Field Journal
Use technology for academic thinking, discussion, and data analysis	GIS Training, Readings, Discussions	Final Exam, Guided Readings
Investigate how geographic factors influence climate, culture, population, settlement, the economy, and world events	Readings, Discussions, Field trip	Guided Readings, Field Journal
Plan for activities applying geography to situations outside the classroom	Readings, discussions, field experience, planning of project	Guided Readings, Quiz; Field Journal, Leadership Project

Communication
Required: Students **MUST** have access to Blackboard to participate in this course. The majority of the course content, communication with the instructor and other class members, and the ability to complete and submit course requirements will be conducted via Blackboard. Students must utilize the WKU email account provided by the university to receive communication from the instructor.

Emailing Your Instructor
Email is a timely way to communicate. I usually check my e-mail daily and will respond if possible within 24 hours. When you email me, please use in the subject line your **name, course number** and the nature of your inquiry.

Plagiarism
To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Academic Dishonesty
"Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal."

Technology
Managing student technology is the sole responsibility of the student. Please note that working, compatible technology (hardware & software) are prerequisites to taking this course. If you have difficulties accessing Blackboard you should contact WKU Technical Support (745-7000).

Professionalism
The amount of professionalism/ participation points earned will depend upon the following standards being met:
- Due dates will be observed. Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment.
- The student is to post only original work and is expected to work independently on discussion boards and quizzes during the online course.
- Failure to abide by these guidelines could result in dismissal from the course or other penalties as per university policy.

- Respect for the view of each member of the learning community and the use of professional standards when communicating with the instructor or other class members is expected and will be adhered to throughout participation in this online course.
- The student will make every effort to be a contributing member of the EDU 507/GEOS 507 online learning community in order to experience optimal educational and professional growth.

Evaluation and Grade Assignment
- Projects, assignments, quizzes, discussion boards, and any online requirement must be completed and uploaded no later than midnight on the date due. Professionalism points will be subtracted for late assignments.
- After three days, late assignments will not be accepted.
- Normally your assignment will be graded and posted in Blackboard's Grade Center within a few days of the due date barring unforeseen circumstances.
- If you do not agree with a grade on an assignment, you may schedule an appointment to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed; however, the instructor reserves the right to mark any oversights. Grades for papers returned to students will not be changed after three days.
- Problems with due dates and exams must be discussed with the instructor prior to the due date.
- Plagiarism will not be accepted and will be given a grade of 0, and the student may face further disciplinary action according to university policy. **Student work may be checked using plagiarism detection software.**

Assignment Submission
- All assignments must be completed using a word processor. APA guidelines will be used for all assignments. All work submitted by students must follow the assignment guidelines or it will not be accepted. Points will be deducted for spelling, typographic, and grammatical errors. Use appropriate margins, 12-point font size and a font such as Times New Roman.
- The student should keep a copy of all assignments. In the event that an assignment is misplaced, lost, or the instructor is unable to open the document when uploaded to Blackboard, the burden of proof that the assignment was completed rests with the student.
- A grade of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor.

All assignments will be submitted online via Blackboard. **Please follow these 3 steps for uploading.**
1. Make sure you put your name at the top of each uploaded document.

2. Put your last name in your file name of the document that you are uploading. Be aware that if your file name is too long, I won't be able to open it.
3. After you upload, click on the file to make sure it opens for you.

Grade Reporting
Students will be required to check Blackboard for posting of grades throughout the term. Student inquiries regarding grades must be addressed through a requested conversation with the instructor. No discussions of point deductions (i.e., grades) will take place via e-mail. However, students are encouraged to report any computational errors or posting errors in graded work to the instructor immediately.

Grading
Grading in EDU 507/GEOS 507 is based on a point system. **The total points accumulated determine the final grade.**

Assignment Point Values	
May be adapted by the instructor as needed	
Getting to Know You Blog Discussion	5 points
Scavenger Hunt	5 points
Online Discussions from Readings	5 entries at 20 points each = 100 points
Leadership Project	40 points
Field Journal	50 points
Guided Readings from Text	6 readings at 25 pts each = 150 points
Final Exam	30 points
Professionalism	20 points
Total Points	**400 points**

Grade	Points
A	368-400
B	340-367
C	312-339
D	280-311
F	279 and below

Incomplete
Incompletes are only given for medical or other emergencies when a small amount of work is left in the course.

Course Assignment Synopses
Through directions and scoring guides posted on Blackboard, the instructor will make more information about assignments available. All assignments are subject to revision at instructor's discretion.

- **Getting to Know You Blog Discussion and Scavenger Hunt**: Students will participate in an online discussion to get to know class members. A scavenger hunt is provided for students to get to know the syllabus and calendar.

- **Online Discussion Questions**: Students will have assigned readings from *Outside lies magic: Regaining history and awareness in everyday places* (Stilgoe 1998) and answer each of the sets of questions posted on the Discussion link in Blackboard. Students must respond to the instructor and at least two other participants for each assigned discussion. The discussions should revolve around explorations of the students' locale.

- **Leadership Project:** Students will design a geography education project for their school or community. Guidelines and further instructions will be provided.

- **Field Journal**: Students will keep a detailed field journal (with photographs and maps) from a geography-related field trip. Guidelines and further instructions will be provided.

- **Guided Readings**: Students will answer questions from textbook readings and the PowerPoints to complete reading guides within each weekly module.

- **Final Exam**: A final exam will be given in which the student will explore GIS technology and design student activities.

- **Professionalism**: Due dates will be observed. Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment. The student is to post only original work and is expected to work independently on discussion boards and quizzes during the online course. Respect for the view of each member of the learning community and the use of professional standards when communicating with the instructor or other class members is expected and will be adhered to throughout participation in this online course. The student will make every effort to be a contributing member of the EDU 507/GEOS 507 online learning community in order to experience optimal educational and professional growth.

Statement of Diversity
Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

Student Disability Services
In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Sexual Misconduct/Assault Policy
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding
WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at
https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf
and Discrimination and Harassment Policy (#0.2040) at
https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.
Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

For further information and support you may choose to go to the Student Accessibility Resource Center:
https://www.wku.edu/sarc/

Kentucky Framework for Teaching Components Addressed:
*   Demonstrating Knowledge of Content and Pedagogy (1A)
*   Demonstrating Knowledge of Resources (1D)

- Participating in a Professional Community (4D)
- Growing and Developing Professionally (4E)

InTaSC Standards Addressed:
- 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
- 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual informat
- 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Kentucky Teacher Performance Standards Addressed:
- **Standard 4** Content Knowledge
- **Standard 5** Application of Content
- **Standard 10** Leadership and Collaboration

Teacher Leader Standards Addressed:
- **Standard 1:** Foster a collaborative culture to support educator development and student learning
- **Standard 3:** Promote professional learning for continuous improvement
- **Standard 6:** Improving Outreach and Collaboration with Families and Community