

World Geography for Educators
GEOG 65000-01L Summer I 2021 (8 weeks)

Welcome to the online version of World Regional Geography. This summer you will be exploring the world's cultural regions through websites, online videos, and online writing. This course is entirely online so will be important for you to build yourself a schedule for completing your work each week. By the end of this course, you should be familiar with aspects of the physical, cultural, economic, urban, and population geographies of the world's regions, and to where and how this content appears in the New York State Social Studies Scope and Sequence.

Instructor: Prof. Ines Miyares
Office Hours: By appointment only via Zoom
email: imiyares@hunter.cuny.edu
Email is the best way to contact me.

Video Assignments:

There is no textbook for this course. Most of your grade will be based on essays and lesson plans on each world region. Each week's work is in a folder. The folders include the following:

- Each folder has two assignments—one content-based essay and one lesson plan.
- I will have an introductory video explaining the week's video assignments, videos and lesson plan.
- I have posted a number of videos and websites for each world region. I expect you to watch the videos, taking notes as you go. Most are YouTube links so they are easier to access on any platform. Some are lectures, some are documentaries, and some are fun introductions and descriptions of the geographies of the region.
- Each folder comprises 12.5% of your grade—6.25% for the content assignment and 6.25% for the lesson plan. I have posted a rubric for each assignment. I have provided a written description of the assignment, and I will explain in the week's opening video what I expect so that you are clear as to what you are to focus on in your writing assignment and lesson plan.
- Most weeks also include optional map quizzes. Successful quizzes add 5 points to your essay.
- I do accept late assignments as explained later in this syllabus, and I do allow you to revise and resubmit for an improved grade. However, since they are extra credit, I will only accept map quizzes by the due date.
- Essay assignments are similar to DBQ essays for the Global History and Geography Regents and the US History and Government Regents, but my expectations are much higher since you are graduate students and preparing to teach these courses.

Lesson Plans

In addition to the weekly essays, you will be creating lesson plans that incorporate the theme of the region into one of the following courses as appropriate:

- Global History and Geography (GHG) (9th and 10th grade history curriculum)
- US History and Government (11th grade history curriculum—Folder 1 ONLY)
- 7th or 8th grade Social Studies curriculum (Folder 1 ONLY)

- 6th grade Social Studies curriculum (Eastern Hemisphere ONLY. Latin America is 5th grade.)
- I am flexible on the format as long as all components are present and all supporting materials are included.
- For those of you who have never taken a geography course, I have included a lecture video that introduces the 5 key themes in geography. Make sure you watch this so you know the various ways you can address the geographic concepts in your required content.

I have created a tab that contains the state's scope and sequence for each of these subjects. I have become very familiar with these documents. In addition to teaching at Hunter, I have taught earth science at a private Pre-K3-12 school. Since the state restricted me from grading my earth science students' regents exams, I was the lead grader for the Global and US regents exams, and I mentored the middle school social studies teacher. (FYI for new teachers—you can't grade your own students' regents exams. State rules to keep grading honest.)

I have provided you with a rubric that includes all the components that should be in a lesson plan. You may use the Hunter format if you have taken the course that teaches it. If not, you may create a document that includes all the essential items.

As will be noted in each folder, your lesson needs to be between 40-45 minutes, including a Do Now/Bell work to allow you to take attendance and get students focused. It is okay to have a multi-day plan. I was a classroom teacher for 7 years and have been a college professor for 27 years. I have a good sense of what you can do in 42 minutes (standard length for middle- and high school class periods).

I will set up a “live” session during the first week to explain the components of a lesson plan for those who have not yet taken the pedagogy class and still have questions after the explanations I provide. This “live” session will be recorded for those unable to attend and made available via Blackboard. I will also be available to meet via Zoom by appointment.

Additional Rules for Lesson Plans:

- There will be points deducted for late work without a legitimate documentable reason such as a medical emergency or a death in the family.
- I will let you know in advance—for learning/performance outcomes, make sure you use ***measurable verbs*** (I will deduct points if I see the words “understand” or “comprehend”).
- ***The lesson plans MUST BE MORE THAN A MAP EXERCISE and must respond to the specific prompt I give you. Just adding a mapping activity does not make it geography.***

Learning Outcomes:

- Students will be able to critically think and critically write about key themes in regions across the globe
- Students will be able to discuss the relationship between the physical and human geographies of the world's major regions
- Students will be able to identify patterns of migrations by examining the origins and diffusion patterns of cultural traits such as language, religion, foods, and forms of dress.

- Students will be able to develop lesson plans that integrate geography into global history lessons.

Grading:

- Each essay is worth 6.25%. Each lesson plan is worth 6.25%.
- Your final exam is worth 12.5% of your grade.
- Folders will be due on Thursdays by 10 pm. I will do my best to give you feedback by Monday.
- You will have until the following Thursday to submit a revised version of that week's essay and/or the lesson plan in response to my feedback for an improved grade if you receive less than 100% on the assignment.
- Each assignment is programmed for up to 2 submissions. If a third is necessary for technical reasons, we will deal with it on a case-by-case basis.
- ***In order to qualify to revise and resubmit for an improved grade, the initial submission must be submitted on time, except in cases of legitimate documentable emergencies.***

Several of the folders contain one or more map games you can complete for extra credit. To receive credit, please submit a screenshot of your successful score (at least 90% correct) along with your essay. ***To receive credit, extra credit must be submitted on time.***

Due Dates for folders:

June 3: Folder 1: US and Canada

June 10: Folder 2: Latin America and the Caribbean

June 17: Folder 3: Africa and Southwest Asia

June 24: Folder 4: Europe and Russian Domain

July 1: Folder 5: Central Asia and East Asia

July 8: Folder 6: South Asia and Southeast Asia

July 15: Folder 7: Australia and Oceania

July 22: Last day to submit any late or revised assignments.

July 19-23: Online Final Exam Available. It is a timed exam with only one entry but I'm giving you flexibility as to when you go in to take it.

Submitting Assignments:

All essays and lesson plans must be uploaded in the appropriate location in that week's assignment folder. The rubric is connected to the specific assignment so lesson plans must be uploaded to the lesson plan dialog box and essays to the essay dialog box.

All assignments will be checked by SafeAssign for plagiarism. To access the assignments folders, open "Assignments", then that week's folder, then click on the assignment title to open

the dialog box and see the rubric. *Assignments and extra credit screenshots submitted in any other manner, including email, will not be graded.*

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. If changes are made to the syllabus, I will notify you via email through Blackboard. It is essential that you have your correct email linked to your Blackboard account and that you check your Hunter or other Blackboard-linked email regularly. Bounced emails will not be an acceptable excuse for not being aware of changes or any other communications to the class.

Hunter College statement on Academic Integrity:

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Plagiarism, dishonesty, or cheating in any portion of the work required for this course will be punished to the full extent allowed according to Hunter College regulations.

If the SafeAssign report returns showing evidence of significant plagiarism, you will receive a zero for that assignment and I will contact the Dean of Students for disciplinary action. Plagiarism is theft of words and ideas and is taken very seriously by Hunter College.

ADA Policy:

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of Accessibility, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230.

Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationship. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, on contacting the College's Public Safety Office (212-772-4444)
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) of

Colleen Barry (colleen.barr7@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link:

<http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>