Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Cindy Nance **Date:** 11/14/2019

Department	Subject	Course Number	Title
Geography	Geography GEOG	103	Field Studies in Geography

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Lab Units	Total Units
1.00 - 2.00	1.00 - 2.00	2.00 - 4.00
Lecture Contact Hours	**Lab Contact Hours**	**Total Contact Hours**
16.00 - 36.00	48.00 - 108.00	64.00 - 144.00
Lecture Homework Hours	**Lab Homework Hours**	
32.00 - 72.00	0	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

Maximum Enrollment: 30

Maximum Enrollment Justification:

Course requires significant individualized instruction or assessment â€“ check all that apply:

* Course requires graded class discussion and graded class participation.
* Course relies on small group dynamics as a means of instruction or assessment.
* Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Course has safety or compliance factors which influence the enrollment cap â€“ check all that apply:

*** Course has safety or health reasons that the class should have a non-standard enrollment cap.**

Justification: MSJC"s vans accommodate 12 passengers. Other than instructor, an additional driver is not compensated, interferes with commitment to scheduling and results in cancellation or last minute unauthorized students driving private vehicles with passengers (a liability and safety issue that delays site specific instruction). Without a tour bus, instructor interaction with students is on site as they work in groups to complete assignments. Students are evaluated individually for participation, discussion and completion of field guide and activities. Students pre-research a field guide, site specific instruction/lecture provides further information for completing assignments in the field and in vans without instructor interaction (i.e. driving 1 of 2 vans). An enrollment of 12 is a more realistic number.

Grading Method: Letter Grade or P/NP

TOP code: 2206.00

Can be Taken 1 **time(s) for credit** (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (**75 words** or less in gray box below).

This course offers field studies in physical, cultural, historic geography and Geographic Information Systems. It provides an opportunity to explore Geography and GIS concepts in the real world. Field studies may be conducted at various locations that represent the diversity of California through its mountains, deserts and beaches. Field applications using GPS and GIS enhance student understanding of spatial-temporal processes. Pre-trip homework assignments, orientation class and overnight camping are required.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (**25 words** or less in gray box below).

This course offers field studies in physical, cultural, historic geography and Geographic Information Systems. Pre-trip homework assignments, orientation class and overnight camping are required.

Need for the course:

Field experience provides students with an opportunity for tactile experience which enhances their understanding of complex events and processes of physical, cultural and historic geography. Additionally, this course creates a bridge between text

book and laboratory learning objectives. This course is needed to provide field experience to students taking any of the Geography and Geographic Information Systems courses, and is an elective for the ADT in Geography (C-ID GEOG160).

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Investigate the basic concepts and terms of plate tectonic theory
2. Identify rocks and minerals, and flora and fauna in the field
3. Analyze surface changes over time as related to economic, social and cultural processes
4. Examine and analyze mass wasting and erosion as a result of wind, water or wave action
5. Analyze the relationships between natural land formation and human-made development in the field
6. Contrast absolute and relative age through field identification and interpretation of deposition and superposition
7. Interpret and compare topographic maps with GPS locations and GIS feature layers and digital imagery
8. Analyze cultural and historic feature abandonment and subsequent preservation
9. Differentiate relationships between central place theory, trade networks, urban sprawl and abandonment
10. Compose field reports as a uniform digital database in a digital map integrated with field photographs and GPS coordinates

Course Content:

(please number the outline of main topics and subtopics)

1. Plate Tectonics
    1. Subduction and uplift
    2. Earthquakes and volcanoes
    3. Fault types
2. Rocks and Minerals
    1. Igneous
    2. Sedimentary
    3. Metamorphic
3. Cultural-historic spatial-temporal change
    1. Settlement
    2. Community integration
    3. Adaptation or abandonment
4. Mass Wasting and Erosion

1. Gravity
2. Wind
3. Water
4. Chemical

5. Land Formation and Development
    1. Tectonic uplift or subduction
    2. Mass wasting and erosion
6. Deposition and superposition
    1. Wind
    2. Water
    3. Absolute and relative dating methods

Lab Content:

(please number the outline of main topics and subtopics)

In Field Explorations and computer lab applications, include:

1. Map Interpretation
    1. Locational grids
    2. Symbols
    3. Temporal change
2. GPS and GIS field applications
    1. GPS telemetry
    2. Wayfinding
    3. Location analysis
    4. Database development
    5. Input and analysis of spatial information
3. Digital Field Report Preparation
    1. Notetaking
    2. Manual data collection
    3. Input digital data
    4. Linking data
    5. Integrated reports, tables, charts and maps

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
  Integration: Lectures prior to each field trip, provide an orientation, including field experience expectations, web resources and maps. The general physical, cultural, historic and economic geography of the region to be visited is introduced. Each orientation includes distribution of handouts, guidelines, field trip liability forms and list of materials needed for a successful camping trip.
- **Method:** Readings
  Integration: Students are given reading assignments from handouts, text and/or web sites. Reading assignments provide students with the necessary background information to understand mineralogy, tectonics, land formation and landscape change as a result of cultural, historic and economic change in the area to be visited.
- **Method:** Projects
  Integration: Projects are a collaborative learning experience that integrate reading assignments with tactile experience in the field. Students are provided with GPS, maps and other tools necessary for entering data acquired in the field into a GIS, to portray their cultural, historic and physical geography discoveries.
- **Method:** Field Experience
  Integration: In field experience includes data collection, lectures by faculty, guests and docents or stewards of places visited. Students will learn to maintain a data log and photographs that are digitally coordinated through geographic coordinates to a digital map. In field experience involves tactile, aesthetic and sensational

experiences that students will learn to describe and recognize in association with cultural, historic, economic and physical processes of land formation and human modification of landscapes.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Exams/Tests
  Integration: Tests use multiple question formats to measure student comprehension of lectures and reading assignments, terms and concepts of historic, economic, cultural and physical geography of California. A quiz on each orientation, including field trip expectations and list of materials needed for a successful camping trip will assess studentsâ€™ preparation for the field (must pass with a â€œCâ€ or better to participate).
- **Method:** Projects
  Integration: Data collected in the field in handwritten field logs, GPS locations, digital photos or other data will be combined in GIS as various layers. Brief field descriptions will accompany each coordinate location and image in a database that will be represented as GIS layers. Digitally prepared field project will be graded for enthusiastic and collaborative participation; students will self and peer evaluate their roles on the project. Final grade will be based on completeness, creativity and comprehension of field experience.
- **Method:** Class Performance
  Integration: Student attendance at each orientation and participation on field trips will be graded based on participation in discussions (during the field and in class), attendance on each field trip, and good citizenship toward fellow students, faculty and staff.
- **Method:** Class Work
  Integration: Students complete a worksheet during each field trip that emphasizes sites seen and their significance in relation to historic, cultural, economic, landscape changes and physical features. Worksheets are graded for completeness and are evidence of participation on field trips.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Answer the following true or false, multiple choice and fill in the blank questions from today's orientation on field trip expectations and list of materials needed for overnight camping.
    1. Everyone must make their own camping or hotel arrangements. T or F
    2. To reduce "luggage" capacity everyone is encouraged to particpate on the discussion for requesting items you need from the list povided. For instance, stores with discounts, my surplus camping gear, or you may choose to share accommodations, ice chest, large tents, and so on, All arrangements for downsizing bulky items must be made 3 days prior to departure. Agree Disagree
    3. Liability forms are to be completed and submitted by: _____.
    4. You must bring your own food or money to purchase meals. T or F
    5. Select the following options that accurately represent Sunday's itinerary:
        1. Joshua Tree camp site departure time is Noon.
        2. Docent tour at Key's View is 9 a.m.; Key's Ranch hike and lunch at Noon; south park exit 3 pm.
        3. Tickets provided for boarding the Palm Springs Tram is 4 pm.
            1. Late arrivals will not be accomodated.
            2. Everyone must descend and meet at the vans by 6 pm.
        4. Return to MVC estimated at 5 pm.
    6. Everyone is expected to help load/unload and clean the vans. T or F
    7. There is a grade for good citizenship. Yes No
2. Write a short essay on the following, relating each to the region of the field trip:
    1. Briefly describe the difference between deposition and superposition.
    2. Describe and provide examples of how central place theory relates to the development of urban

places and landscape abandonment.
3. Explain why it is important to coordinate topographic map dataum and coordinates with the GPS unit.

3. While in the field today:
    1. Create a table of the five most common rocks and another table for minerals. Identify their relative abundance in the area, and their identifying characteristics as color, hardness, tensile strength, cleavage and whether they are igneous, metamorphic or sedimentary. Describe the source for each mineral found in the area and it's relation to the five rock types.
    2. Match the picture of each example of flora and fauna with their scientific name and fill in the blank for their common name.

Textbooks:

- Selby, W (2018). *Rediscovering the Golden State: California* Wiley. ISBN: 9781119493181

Other Resources:

- Instructor prepared manual, excerpts from various publications with field activities and location information.

Minimum Qualification

- Geography (Masters Required)