

UTTC Teacher Education

EDU 220 – Geography for Teachers

Course Information

Credit Hour: 2
Semester/Year: Spring 2015
Class Location: ED B02
Time: 1:00 – 1:50 /T&R

Instructor Information

Name of Instructor: Hamann
Phone: 1-701-255-3285 ext. 1380
Office Location: #112
Office Hours: by arrangement
E-Mail: lhamann@uttc.edu



SPRING 2015

January 12.....UTTC Classes begin
January 19.....Diversity Day / Martin Luther King Day (No Classes pm)
January 20.....Instructor out for conference
January 22.....Spring Graduation Orientation
January 23.....Last day to register/ add or drop classes
January 28-29.....All-Campus Professional Development Days
February 16.....President’s Day (No Classes)

March 2-4.....Mid-term Exams
March 6.....Mid-term Grades Due
March 9-13.....Spring Break
March 20.....Last day to withdraw from classes for Spring 2015
March 30-31.....Instructor out for conference
TBA.....AIHEC Conference

April 3.....Good Friday (No Classes)
April 6.....Easter Monday (No Classes)

May 4-6.....Final Exams
May 7.....Final Grades Due
May 8.....UTTC Commencement Exercises

Course Description:

Geography is concerned with the arrangement and location of phenomena on the face of the earth and with the associations of the phenomena that give character to places. This course introduces students to geographic concepts and methods and to materials fundamental to understanding the earth’s various physical and human landscapes. Consideration of cultural diversity, particularly Native American, will be emphasized in the course content.

Required Textbooks:

Building Geographic Literacy, An Interactive Approach, 6TH Ed. (2008). Stansfield, Jr., C.A., Pearson Publishing, ISBN 0-13-230097-4.

Goode’s World Atlas, 22nd Ed. (2010). ISBN 0-13-612824-6.

Additional Resources Implemented by the Instructor:

World Clock – Poodwaddle.com

United Nations - <http://www.un.org/en/index.shtml>

Immigration Stories <http://www.scholastic.com/teachers/activity/immigration-stories-yesterday-and-today>

Mapman

http://teacher.scholastic.com/scholasticnews/games_quizzes/mapman/index.asp?id=xml/great_lakes.xml&title=Great%20Lakes

Anita Ganeri Resources: Anita Ganeri has written over 300 information books for children on subjects such as religion, geography and natural history. Her books include the Horrible Geography series, which won the Geographical Association Silver Award.

Geography Zone <http://www.geographyzone.com/new/index.php>

Landform Flip Book <http://gingersnapstreatsforteachers.blogspot.com/2012/09/landform-flipbook.html>

Rabbit Proof Fence - video

Student Learning Outcomes:

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Possess basic skills for map reading and interpretation as evidenced by map activities;	Assignments (Interactive Maps, Internet, and hands-on activities)
2. Identify the locations of Earth's physical and human features and conditions, the chief agents responsible for their formation and distribution, and their importance as demonstrated by independent projects;	Quizzes
3. Recognize the different fundamental ways various societies culturally adapt to, use, and modify the natural environment(s) they occupy as evidenced by classroom discussion;	Discussion
4. Employ the regional concept to identify, organize, and analyze similar (and dissimilar) areas on a local, state, national, and global scale as demonstrated by internet webquests;	Internet Assignments
5. Compare and contrast the basic differences found worldwide in ideological, technological, sociological, and perceptual components of culture, and the importance of these differences in understanding and explaining the great diversity in ways of living practiced within the human mosaic of cultures as evidenced by journal reviews;	Global News Mini Presentations First Nations Presentation
6. Recognize and appreciate that all human societies and geographical locations are becoming increasingly intertwined as transportation and communication technology have contributed to an increasingly interconnected global community as evidenced by classroom discussion;	Global News Mini Presentations
7. Appreciate the beauty of Earth's diversity by exploring Earth's diverse human and natural conditions as evidenced by individual presentations utilizing Web 2.0 tools; and	Travel Agent and Advertisement: Bulletin Board Presentation

8. Demonstrate knowledge of the importance of geography and the many associated issues in a diverse, global society as evidenced by classroom projects and assignments.	Travel Agent and Advertisement: Bulletin Board Presentation The Traveler's Bag Global News Mini Presentations
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Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

ND ESPB Teacher Standard(s)	Classroom Activities	Assessment/Assignment	Required Artifacts for Portfolio
50015.2e Curriculum Social Studies	Lecture, discussion, candidate reflection and development of lesson plans.		Lesson Plan and Rubric
Program Outcome 3: Technology for Teaching and Learning	Lecture, discussion, candidate reflection and development of lesson plans.		Lesson Plan Rubric Unit Defense Rubric

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department’s conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practicums in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one’s life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others’ contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Course Requirements

- Attend all class sessions.
- Complete all readings, activities, and projects assigned by the instructor.
- Participate fully and effectively in class activities.
- Complete all exams and quizzes.

Grading Requirements

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

- Writing is expected to be at the collegiate level.
- All assignments should be typed.
- 10% of the total will be deducted if they are not.

Scholarship, attitude, initiative, cooperation, and improvement will also be considered.

Evaluation of Student Performance (Including Grading Policy)

Evaluation Criteria: A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

40% Projects & Assignments **30%** Course Participation **20%** Assessments

Submission of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

Writing Style

All reports and presentations are required to be typed and have a cover page indicating:

- Candidate’s name
- Title of their paper or presentation, and
- Date that the assignment is due.

At the lower portion of the cover page include:

- The name of the course
- Add the Teacher Education Department slogan: **“Preparing Competent, Caring Teachers”**
- Instructor’s name

Your Name Title of Assignment Due Date Geography for Teachers Preparing Competent, Caring Teachers Leah Hamann

- **When typing use Times New Roman, Arial, or Courier text style size 12.
- **Double-spacing the body of your assignment is a must with deduction of points if not followed.
- **Include a reference page if necessary.
- **Points will be deducted from assignments that do not have a cover page and the required information.

CANDIDATE ACCOUNTABILITY AND ASSESSMENT OF LEARNING

Candidates Accountability and Assessment of Learning

Students will receive a detailed description of the major assignments a minimum of three weeks prior to the due date.

Tests/Quizzes

Quizzes and exams will be administered periodically throughout the semester. The majority will consist of short answer, fill-in-the-blank, global map identification, and will cover material discussed in class.

Internet Assignments

You will be assigned a number of internet assignments which may be assigned to be completed inside or outside of class.

Additional Assignments

There will be weekly assignments in addition to the assigned reading, Details will be provided in class.

In-Class Assignments

Periodically, there will be in class assignments, these assignments cannot be made up if you are absent.

Major Projects

- ☉ **Travel Agent and Advertisement: Bulletin Board Presentation:** Pre-service teacher candidates will choose one country from anywhere in the world other than the United States to research and construct a aesthetically pleasing bulletin board to inform and attract potential visitors. The candidate will build their visual presentation focusing on the five geography themes discussed at the beginning of the semester. The candidate will present from the perspective of a travel agent from the country they have chosen. Candidates will utilize a variety of resources (Internet, brochures, etc.) to generate a thorough researched final artifact.
- ☉ **The Global Travel Suitcase Exhibit:** As the pre-service teacher candidates traverse throughout the regions of the world they will be expected to generate an exhibit that records their travels. Exhibit materials may be candidate made, photocopied from teacher resources, and/or printed from Internet resources.
- ☉ **Global Postcard Scavenger Hunt:** Candidates will collect 10 postcards from across the world by requesting friends, family, and other resources to assist them in the endeavor. Received postcards will be displayed on the class global map.
- ☉ **Global News Presentations:** Teacher candidates will be asked to answer the following question, "What do I know about current global events?" To enhance one's own global perspective as a future educator, candidates will be required to build upon their own understanding of how today's current events are tied to the cultural past which enhances one's own geographical content knowledge. Each candidate will have three global news presentations assigned to them during the semester.

Whole class presentations will address the following questions based on the global news article selected by the candidate. Each candidate will also submit a hard copy of their responses and the news article to the instructor the day of their presentation:

- What reliable resource did you use?
- What was the deadline?
- Who was the journalist/photographer/other?
- Where did the event happen?
- Who was involved?
- What happened?
- Why was this particular global new article meaningful to you?

Like the postcard assignment, news articles will be posted and identified on the class global map.

📌 **First Nations PowerPoint Presentations**

- Each candidate will select a First Nations group within Canada to research. The research gathered will then be placed into a PowerPoint presentation that covers the following topics:
 - Location and Geographical Terrain
 - Living Conditions (climate, housing, transportation, economic, hunting)
 - Language
 - Clothing
 - Food
 - Family
 - Population
 - minimum of 9, maximum of 12 slides which includes title page and bibliography

Evaluation

CATEGORY	4	3	2	1
Sequencing of Information	Information is organized in a clear, logical way. The amount of information visible on the slides does not overwhelm the audience.	Most information is organized in a clear, logical way. The amount of information visible on the slides does not overwhelm the audience.	Some information is logically sequenced. The amount of information visible on the slides does, at times, overwhelm the audience.	There is no clear plan for the organization of information. The amount of information visible on the slides overwhelms the audience.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	Almost all graphics are attractive (size and colors) and support the theme/content of the presentation.	Most graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings or grammatical errors.	Presentation has 3-4 misspellings or grammatical errors.	Presentation has 5+ misspellings or grammatical errors.
Presentation	The presentation was clear and concise. The class was engaged. The presenter was knowledgeable. Additional information was included.	The presentation was clear and concise. The presenter was knowledgeable and included required information.	The presentation was clear but there was information missing. The presentation was missing topics.	The presentation was not clear or concise. The presenter had minimal knowledge of the topic.
Deadline		The candidate presented on the designated deadline date and was ready prior to the first presentation.		The candidate presented on the designated deadline date but was late for class.
				Total
				____/18

POLICIES

Course Attendance Policy

Attendance and punctuality are requested and expected – this means attendance is mandatory; it is part of professionalism.

Much of the content of this course occurs in class. All absences will have a negative impact on your final grade as you miss lecture, group discussion, and work completed during your absence.

The instructor of this course will count the learner fully absent from class if they arrive **fifteen (15) minutes after** the posted start time.

All absences regardless of situation are noted as unexcused in the Jenzabar system.

It is understood that things occur that are out of your control and one cannot be prepared for the unexpected. Therefore, if you are aware of an upcoming absence or if an unexpected event occurs and you are unable to contact your instructor a “note of absence” will be provided within Jenzabar that states your reason for an absence. Notable absences are granted only for the following reasons:

- Personal illness,
- the illness of a dependent,
- the death or funeral of an immediate family member,
- or required attendance at an official college activity.



Work or activities for other classes are not excused. Since all absences are not excused it is important to have your absence officially documented (for example, an illness must be documented by a doctor’s note). If you will be absent due to trips or conferences (i.e. AIHEC) sponsored by the college, you must notify your instructor in writing (not by email) no later than one week **prior** to the absence so we can work out schedule rearrangements. **This attendance policy is non-negotiable.**

Addressing Candidate Tardiness

Candidates must be seated and ready to begin class at the scheduled time. Promptness and even early arrival is recommended. Tardiness is unprofessional and will be recorded and closely monitored by the instructor of the course.

Both tardiness and early departure from class are forms of absenteeism.

Teacher candidates **are required to sign in at each class meeting**. The sign in sheet will indicate the time in which a candidate arrives and includes the time of any candidate’s early departure. Participation points are awarded based on the amount of time the student has been present for the scheduled class time.

The instructor of this course will count the candidate fully absent from class if they arrive **fifteen (15) minutes after** the posted start time.

Expect class to last the entire scheduled time. Candidates may not leave class early without a valid excuse or without having made arrangements with the instructor. The act of leaving prior to the end of class is unacceptable and will be treated in the same manner as a tardy.

Consider it this way:

If you had a (teaching) job that started at 8:00 in the morning and you kept coming late, failed to show up, or left early you would more than likely be fired from that job and certainly be held liable of the safety and education of your students and of any incidents that occurred during your absence.

Things to keep in mind:

- Note that tardiness is disrespectful to the other candidates, instructor, and yourself.
- If you have children that attend school (elementary, day care) please allow a half hour to drop them off prior to your class
- Valuable information is generally presented in the first 10 minutes of class.
- If you must leave the class for any reason please do so as quietly as possible.

Appropriate Dress

You may dress casually when we have regular class; however, when we have guest speakers or if you are teaching and/or presenting, you must dress professionally. This means dress slacks, dress shirts and ties for men and dresses with hose, dress slacks, and appropriate blouses for women.

Policy for Late Submission

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements must be completed by the due date. **Late work will not receive full credit.** All late work (which has been arranged with the instructor) must be personally handed to or emailed directly to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Midterm and Final Projects/Assignments – Ample amount of time will be given to teacher candidates to complete midterm and final artifacts; therefore midterm/final projects, assignments and/or tests must be completed and submitted by the designated due date and time. Only hardship cases will be considered.

Withdrawal from Class

Withdrawal from class after March 20, 2015 results in an automatic “F” grade for the course.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Incompletes

A grade of I (Incomplete) will be recorded when a student is making progress in classes, but is unable to complete course requirements for reasons beyond his/her control and after negotiation between the teacher and the student about how the course can be completed. **Except for emergencies, such as exceptional personal illness, a death in the family, or other unforeseeable emergencies, a student must contact their instructor within two weeks prior to an event or events that they feel would interfere with their ability to attend class and finish the semester successfully. A minimum of a 'C' grade is required for the student to receive an Incomplete.** Copies

of the negotiated agreement will be filed with the Registrar, the advisor, and the student. Students have two weeks into the succeeding semester to complete the necessary work.

Cell Phones

Out of respect and courtesy to your fellow students, your instructor, and yourself, please leave your cell phone off during class. If you absolutely must leave it on, please turn off the sound and use the silent ring mode. **Texting and checking your cell phone is a distraction and a sign of disrespect. Please do not text in class.** If a student continues to misuse their cell phone a staffing will be held.

Background Checks

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Accommodation of Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disability Support Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disability Support Services office located in the Education Building Room 123 (first floor). The DSS department can also be reached at 701.255.3285 ext. 1516.

Special Assistance

I am available by appointment. If you have any questions or concerns, arrange an appointment with me as soon as possible. Don't wait until the semester is almost over!

There is tutoring available for all candidates if needed. If you feel you would benefit from working with a tutor, please let me know and I will assist you in making arrangements. I encourage you to take advantage of this assistance if you feel you would benefit from it.

Student Behavior in the Classroom

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number.

Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

Programmatic Procedures

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Tentative Course Schedule

Month	Topic
January	Introductions and Syllabi Global Pre-assessment ND Social Studies Standards Five Themes Using the Atlas Land and Seas Landforms
February	Russia and Central Asia Australia and New Zealand East Asia
March Midterm	South and Southeast Asia Africa Africa Middle East
April	Europe Presentations of Travel Display Europe North and South America
May Finals	Global Post Assessment

The Disclaimer – This syllabus may be adapted to meet the needs of the class and schedules of outside resource persons necessary to meet the objectives of the class.

Course Title: Geography for Teachers

Course Number: EDU 220

Credit Hours: Two (2)

Instructor: Leah Hamann

My signature below indicates that I have read and understood the syllabus and have been given a copy of my own to keep.

Print Signature

Student signature

Date