**Major Assessment Report Template**

Please download this document and provide a response to each question in the appropriate section. Send your assessment reports to the Director of Assessment, Dr. Melissa Jordine (mjordine@csufresno.edu). (Reports can be sent to Dr. Jordine via campus mail to mailstop SS 21). Please complete a separate report for each B.A/B.S. and M.A/M.S. program offered by the department.

|  |
| --- |
| 1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. No GE assessment was required for the 2016-2017 academic year.

SLO: In the course GEOG 178 / Geography of California / Section 36782 / Spring 2017, Goal 1, Outcome 1, was assessed. The course had an enrollment of 32 students. |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric.”

In this course, the assignment used to assess Goal 1, Outcome 1, was the major writing assignment, as per the syllabus, and in the separate document outlining the assignment criteria and guidelines, and in the rubric for this assignment (see accompanying documents). As per the department’s direct assessment measures outlined in the SOAP, “students will need to earn a grade of C or better, to meet the outcome.” |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).

Since this is a course for Geography majors, my expectation was that a large majority of the students would earn a grade of B or better (80 points or higher) for the major writing assignment. This turned out to be true, as 14 students (44%) received the equivalent of an A for this assignment (90 points, or higher), and 10 students (31%) received the equivalent of a B for this assignment (80-89 points). Five (5) students (16%) earned the equivalent of a C (70-79 points) for this assignment. Of the 14 students who received the equivalent of an A on this assignment, 4 wrote outstanding papers. Two students focused on compelling and serious contemporary issues (ground water management; housing), and two focused on seldom told aspects of California history (people exploited during the Gold Rush; California’s unique vulnerability during WWII). They really dug in, and embraced the purpose of the assignment. They ‘got it.’ Please see the attached sample of one of the students in this group. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.

This is the first time GEOG 178 has been taught in our department since Fall 2010. For future writing assignments in this class, I will likely include more of a problem-solving approach: What major issue does the student see in California today, and how the student would go about solving the issue / problem.  |
| 1. **What assessment activities will you be conducting in the 2017-2018 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.

I am scheduled to teach GEOG 178 in Spring 2018 again, so I will likely assess the major writing assignment in a similar fashion, but will consult my colleagues to obtain ideas for improving this process. |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”

**Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) then please attach a copy of the rubric. If you administered a survey please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions.Please see attached: 1) course syllabus; 2) tentative schedule; 3) guidelines for major writing assignment; 4) scoring rubric for major writing assignment.  |

***GEOGRAPHY 178***

***THE GEOGRAPHY OF CALIFORNIA***

| **Section #:** 36782 | **Days / Time / Room:** MWF, 11:00 AM-11:50 AM |
| --- | --- |
|  | Science One, Room S-147 |
| **Instructor:** Professor S. Boyd | **Geography Office:** S1-182, M-F 8A-12P; 1P-5P |
| **E-mail:** seboyd@csufresno.edu - checked frequently | **My Office Location and Hours:** S1-162:MWF, 10:00AM-11:00AM; 12:00PM-2:00PMTTH, 10:45AM-1:00PM |
| **Critical Dates: Link to Academic Calendar:** <http://www.fresnostate.edu/catoffice/current/calndr.html> | **Course Access:** <https://blackboard.fresnostate.edu> **Blackboard help:**  <https://help.fresnostate.edu/>278-7000 |

**Course Description (CSUF Catalog)**

**GEOG 178. The Geography of California (3)**

Natural and cultural patterns of California; historical and regional geography of the state. (Formerly GEOG 168)

**Prerequisites:** G.E. Foundation and Breadth Area D.

**Course Objectives**

1. To provide a familiarity with the location of natural and human phenomena in the state – cities, rivers, crop patterns, mountain ranges, etc.;

2. To contribute to an understanding of the general patterns of physical phenomena in California – climates, landforms, vegetation, and soils

3. To contribute to a greater understanding of California’s natural resource endowment and the problems with its exploitation;

 4. To provide an understanding of California’s population – numbers, growth, distribution, and composition;

5. To contribute to an understanding of the functions of California’s lands – commercial, agricultural, residential, military, industrial, recreational, etc.;

6. To contribute to a greater appreciation of California’s economic and political significance;

7. To encourage an appreciation for the regional variations in the physical and human characteristics of major parts of the state.

**Required Materials**

* Selby, William A. ***Rediscovering the Golden State, Third Edition*** ISBN 978-1-118-45204-2
* Starr, Kevin. ***California: A History.*** ISBN 978-0-8129-7753-0
* Internet and E-mail access
* Outline maps of California (Kennel Bookstore may have; easily found on line)

**Students are expected to come to class prepared to work. The required textbook, notebook paper, pen/pencil, colored pencils, and calculator should be brought to class each day.**

**CSU Fresno Requirements pertaining to Computers**

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Assistance for Disabled Students**

**University Policy:** “Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1202 (278-2811).”

**Attendance Policy**

* Due to the amount and varying complexity of the course material, **daily attendance for the entire class period is strongly recommended**.
* Class starts promptly at 11:00am. Since we meet for an hour and fifteen minutes, a break won’t be necessary.
* If you arrive late, handouts will be available after class.
* If you are absent or late, it is YOUR responsibility to consult your fellow students **after class** and follow the itinerary in the Syllabus to get the lecture material you missed. Students are advised to establish a buddy system to help cover such situations.
* If you decide to drop the class, you must complete the drop process yourself.
* If you have to leave early, please sit near the door for a quick and quiet exit.

***Communication is of utmost importance! I will work with you if you keep her informed and follow the procedures listed below. PLEASE E-MAIL ME, OR SPEAK TO ME BEFORE OR AFTER CLASS!!!***

* 1 Exam may be completed early if you notify me of an upcoming absence least one week in advance.
* **1 Exam may be made up if missed due to Excused Absence only.**

**Required criteria for Excused absences and clearance to make up an Exam:**

* **Injury or medical problem, or scheduled doctors’ appointments -**  If your presence is required at home because only YOU or YOUR CHILD is ill or injured. Submit a note from the doctor’s office the day you return to class. Submit proof you were at a medical appointment the day you return to class.
* Does not include care-giving for other relatives and friends
* **Death of an immediate family member** - - Submit a copy of the memoriam announcement or Rosary from the funeral service the day you return to class. Immediate family members include only the following:
	+ Father, Mother, Grandfather, Grandmother, Brother, Sister, Husband, Wife, Son, Daughter
* **Military Duty** - - Submit a copy of the military orders prior to your absence or the day you return to class.
* **Jury Duty** - - Submit a copy of the jury summons prior to your absence.
* **Court Subpoena** - - Submit a copy of the subpoena prior to your absence.
* **CSUF Extracurricular Activities: Limited to events that are held during our GEOG 178 hours ONLY.** Submit copies of the team/group/cast roster and the game/match/tournament/competition/performance schedule.
	+ Submit the documentation at least one week in advance of your upcoming event
	+ Events include: Games, matches, tournaments, competitions, and performances ONLY
	+ Does **NOT** apply topractices/rehearsals

**Unexcused** **absences** are defined by the following situations (documentation will **not** be accepted)

* Any “excused absence situation” WITHOUT the required documentation **or** if the documentation is submitted later than required
* Care-giving for people other than family members; giving rides to people during our Geog 178 hours
* Transportation issues (no ride, engine/bike trouble, out of gas, flat tire, getting pulled over, missed the bus, weather conditions, etc.); and/or Parking issues
* Your employment schedule conflicts with our GEOG 178 hours
* Team/Club/Group/Cast practices and rehearsals held during our GEOG 178 hours
* Vacations, banquets, parties, awards ceremonies, breakfasts/lunches/dinners, etc. scheduled during our GEOG 115 hours
* Schedules and/or late arrivals of flights, trains, buses that conflict with our GEOG 178 hours
* Oversleeping, alarm clock problems, staying home due to hangover, etc.

**Problems associated with late arrivals, early departures, unexcused absences:**

* Class disruption
* Missed information which includes:
* **Lecture Notes** – I do not provide lecture notes, but Powerpoints may be on Blackboard for convenience
* **Quizzes** – quizzes **cannot** be made up if missed; see above criteria for making up ONE exam only
* **Assignments** – **cannot** be made up if you were not in class to receive the assignment

**Exams and Assignments – How You Will Be Evaluated**

* **FOUR (4) EXAMS, EACH WORTH 100 POINTS**
* 30 questions – combination of multiple choice, T/F, worth 60 points; short essay questions from the Starr readings, worth 20 points each, worth 40 points
* SCANTRON 882-E is required
* Final is not comprehensive
* Study guide in advance of exam; we will review in class in the session before the exam
* **FOUR (4) MAP QUIZZES, EACH WORTH 25 POINTS**
* Identifying counties, county seats, and physiographic features
* I will provide a list of locations to study well before each quiz
* Likely delivered on line through Blackboard – watch for announcements!
* **A MAJOR WRITING ASSIGNMENT / PAPER – TOTAL OF 100 POINTS – DETAILS RELEASED SOON**

**Parameters**

* Test and assignments are written according to the pace of the class and the topics that are covered as each week unfolds.
* **1 make-up exam is permitted if missed due to Excused Absence only, as outlined earlier.**
* **Assignments are accepted in the classroom only.**
* **No late assignments.** Completed but forgotten assignments = late assignments and will **not** be accepted**.**
* **I may offer extra credit assignments at my discretion.**
* **No grading curves; ALL scores will count.**

**Code of Academic Integrity – Honor Code:**  “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.  Students should:

a)      understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

b)      neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

c)      take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”  For more information, refer to the Code of Academic Integrity – Honor Code, APM 236, [www.csufresno.edu/aps/apm/236.pdf](http://www.csufresno.edu/aps/apm/236.pdf).”

**Grading System**

 Assignments Tentative Points Totals Total Points

A ≥ 537 4 Exams 100 pts each 400 pts

B 477 - 536 4 Map Quizzes 25 pts each 100 pts

C 417 - 476 1 paper (minimum 1,500 words) 100 pts

D 357 - 416 F ≤ 356 **TOTAL POINTS POSSIBLE 600 PTS**

**Academic Dishonesty**

**Cheating applies to all quizzes, exams, and written assignments**. Cheating on a quiz or exam will result in zero credit at best. All students whose written work is identical will receive a significant loss of credit or zero credit (depending on the amount of copied material) regardless of who did the sharing and copying.

**Cheating includes**

* Copying a classmate’s answers during a quiz or exam
* Copying a classmate’s assignment word for word.

**Plagiarism applies to all written assignments that require citing sources and interpreting source information in your own words**. A significant loss of credit or zero credit (depending on the amount of plagiarized material) will result if assignments contain plagiarism

**Plagiarism results when**

* Sources are not properly cited.
* The order of the source’s words/phrases is simply changed around
* Source information is copied word for word (or copied and pasted from a web source); or is copied word for word and not cited as a direct quote.
* Note: Quoting and citing an entire page, passage, or body of work will **not** be accepted. *You* must write your own assignments.

**Be advised, it is possible to fail a college course if you cheat or plagiarize.**

**Guidance on Paraphrasing**

The following information can be found on page 117 of Diane Hacker’s guide book, *A Pocket Style Manual, Fourth Edition*. The excerpt below is from section “29c Putting summaries and paraphrases in your own words” in the chapter that covers MLA Papers and avoiding plagiarism:

“A summary condenses information from a source; a paraphrase conveys this information in about the same number of words. When you summarize or paraphrase, it is not enough to name the source; you must restate the source’s meaning using your own language. You are guilty of plagiarism if you half-copy the author’s sentences-either by mixing the author’s phrases with your own without using quotation marks or by plugging your synonyms into the author’s sentence structure.”Plagiarism will occur if the paraphrase or summary contains too much of the original source’swording (Hacker, 117).

**University Policies on Cheating, Plagiarism and Copyright Laws**

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies)

**Copyright policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research.  Other uses may require permission from the copyright holder.  The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.

Digital Campus course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material.  You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material.   Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder.  The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

**Disruptive Behavior will not be tolerated**

*If you feel other students in the class are disrupting your progress and opportunity to learn, you are encouraged to inform your instructor of the problem after class or via e-mail so the situation can be resolved.*

**University Policy on Disruptive Classroom Behavior**

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Disruptive Classroom Behavior includes**

* Talking during the instructor’s lecture
* Bothering/distracting fellow students during the instructor’s lecture
* Disrespectful remarks to instructor and fellow students
* Venting complaints during class
* Cell phones and pagers ringing, text messaging, using music players and headphones, operating other electronics during lecture **(if your phone rings during an exam, you will fail the exam!)**
* Reading magazines and newspapers; reading/doing homework for other classes during GEOG 5 class time
* Excessive late arrivals
* Excessive early departures
* Sleeping during lecture
* Eating/drinking in the classroom—Food and drinks are NOT allowed in the classroom at any time

**-- First Instance of Disruptive Behavior = Student will be warned and/or required to change seats**

**-- Second Instance of Disruptive Behavior = Student will be dismissed from class for the day**

**-- Daily Disruptive Behavior = Further Disciplinary Action as per University Policy will be applied**

**Special Concerns**

* Please do not bring children or guests to class.
* Tape-recording lectures: Students must first obtain permission from me.
* In accordance with CSUF Facility Regulations, NO food or drinks are allowed in the classroom at any time.
* In the interest of health and safety, shoes with soles should be worn at all times.

***Managing Geography Course Material***

The following Study Approaches are **strongly advised**

* Take thorough Lecture Notes.
* Write down ALL page numbers and ALL diagram numbers that are referred to during lecture.
* Read the sections in chapters that correspond specifically with the Lecture material.
* Draw and label in color ALL diagrams that are covered in the lectures.
* Read the Chapter Summaries more than once.
* Study ALL Handouts that are issued.
* If you don’t understand something, ask questions in class, during office hours, or via e-mail.
* Use the Study Guides, Quizzes, and other Assignments to help you prepare for Exams.

**Your Most Important Resources**
1. Your notes from class.
2. Your textbook, and at least one other book on the subject for cross-referencing.
3. Your instructor.
4. Get a study partner, or form a study group.

**Make The Material Your Own So It Will Stick**
1. Rewrite your notes (especially the messy parts) the same day you take them.
2. **DRAW** your own rendition of the diagrams in color to clarify concepts.
3. Write out your own glossary of terms. Highlight the terms in color to separate them from their definitions.
4. Organize the material so that it’s easy to memorize (outlines, flash cards, etc.).
5. Develop creative ways of memorizing a series of related items (mnemonic devices, word association, etc.).
6. Shorter is better! Summarize and downsize the information for quicker memorization.
7. Create a train: Connect key words or elements to arrive at a final concept or process.
8. Remember, there is always more than one way to explain something!

**Suggestions on How To Read The Chapters [Do the Steps In Order]**
Step 1: Read the chapter summaries, and introductions if they are present.

Step 2: Observe the pictures, diagrams, maps, tables, and charts; and read the
captions (small summaries) below or next to them.

Step 3: Now, read the chapter from beginning to end. Refer to items in Step 2 as needed. Highlight as you read, if you choose to.

Step 4: Go through the chapter again, and do notes on highlighted areas

**Use Your Textbook**
1. Use your textbook to cross reference your class notes and fill in the gaps.
2. Use the Glossary, Index, and Table of Contents to find things quickly.
3. Re-read the chapter summaries.
4. Do the chapter review questions if assigned, or for practice.
5. Pay attention to words in **boldface print**, and *italics*.
6. Pay attention to diagrams, maps, tables, and charts; and re-read the captions below or next to them.

***SOURCES OF EXTRA HELP***

* Your Instructor
* Use a second textbook for cross-referencing
* Consult specific websites recommended by your Instructor
* Seek out a Tutor; Find a study partner or form study groups
* Check out BlackBoard for tutorials on study strategies/research; <http://blackboard.csufresno.edu>

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| **Day****Geog 178 – Boyd – 36782 - Spring 2017 – Tentative Course Schedule****Consult Blackboard Regularly for Changes and Announcements!** | **Week** | **Date** | **Topic** | **Reading Assignment** |
| **1** | **1** | Wed., Jan 18 | Introduction to the course | Selby, Ch. 1; Starr, Ch. 1 |
| **2** |  | Fri., Jan 20 | Begin Selby Ch. 1 Lecture | Selby, Ch. 1; Starr, Ch. 1 |
| **3** | **2** | Mon., Jan 23 | Continue Selby Ch. 1 Lecture | Selby, Ch. 1; Starr, Ch. 1 |
| **4** |  | Wed., Jan 25 | Finish Ch. 1; Begin Selby Ch. 2 Lecture | Selby, Ch. 1, 2; Starr, Ch. 1, 2 |
| **5** |  | Fri., Jan 27 | Continue Selby Ch. 2 Lecture | Selby, Ch. 2; Starr, Ch. 2 |
| **6** | **3** | Mon., Jan 30 | Finish Ch. 2; Begin Selby Ch. 3 Lecture | Selby, Ch. 2, 3; Starr, Ch. 2, 3 |
| **7** |  | Wed., Feb 1  | Continue Selby Ch. 3 Lecture | Selby, Ch. 3; Starr, Ch. 3 |
| **8** |  | Fri., Feb 3 | Finish Selby Ch. 3 Lecture | Selby, Ch. 3; Starr, Ch. 3 |
| **9** | **4** | Mon., Feb 6 | Discuss Major Writing Assignment Topics | Selby, Ch. 3; Starr, Ch. 3 |
| **10** |  | **Wed., Feb 8** | Review for Exam #1; **Take Map Quiz #1** | Selby, Ch. 3; Starr, Ch. 3 |
| **11** |  | Fri., Feb 10 | **Exam #1, Ch. 1, 2, and 3 in Selby, and Starr** | **Exam #1** |
| **12** | **5** | **Mon., Feb 13** | Begin Selby Ch. 4 Lecture; **Choose Writing Topic** | Selby, Ch. 4; Starr, Ch. 4 |
| **13** |  | Wed., Feb 15 | Continue Selby Ch. 4 Lecture | Selby, Ch. 4; Starr, Ch. 4 |
| **14** |  | Fri., Feb 17 | Finish Ch. 4; Begin Selby Ch. 5 Lecture | Selby, Ch. 4, 5; Starr, Ch. 4, 5 |
|  | **6** | **Mon., Feb 20** | **HOLIDAY – President’s Day** |  |
| **15** |  | Wed., Feb 22 | Continue Selby Ch. 5 Lecture | Selby, Ch. 5; Starr, Ch. 5 |
| **16** |  | Fri., Feb 24 | Finish Selby Ch. 5 Lecture | Selby, Ch. 5; Starr, Ch. 5 |
| **17** | **7** | Mon., Feb 27 | Begin Selby Ch. 6 Lecture | Selby, Ch. 6; Starr, Ch. 6 |
| **18** |  | Wed., Mar 1 | Continue Selby Ch. 6 Lecture | Selby, Ch. 6; Starr, Ch. 6 |
| **19** |  | Fri., Mar 3 | Finish Ch. 6 Lecture | Selby, Ch. 6; Starr, Ch. 6 |
| **20** | **8** | **Mon., Mar 6** | Review for Exam #2; **Take Map Quiz #2** | Selby, Ch. 6; Starr, Ch. 6 |
| **21** |  | **Wed., Mar 8** | **Exam #2, Ch. 4, 5, and 6 in Selby, and Starr** | **Exam #2** |
| **22** |  | Fri., Mar 10 | Begin Selby Ch. 7 Lecture | Selby, Ch. 7; Starr, Ch. 7 |
| **23** | **9** | Mon., Mar 13 | Continue Selby Ch. 7 Lecture | Selby, Ch. 7; Starr, Ch. 7 |
| **24** |  | Wed., Mar 15 | Finish Ch. 7; Begin Selby Ch. 8 Lecture | Selby, Ch. 7, 8; Starr, Ch. 7, 8 |
| **25** |  | Fri., Mar 17 | Continue Selby Ch. 8 Lecture | Selby, Ch. 8; Starr, Ch. 8 |
| **26** | **10** | Mon., Mar 20 | Finish Selby Ch. 8 Lecture | Selby, Ch. 8; Starr, Ch. 8 |
| **27** |  | Wed., Mar 22 | Begin Selby Ch. 9 Lecture | Selby, Ch. 9; Starr, Ch. 9 |
| **28** |  | Fri., Mar 24 | Continue Selby Ch. 9 Lecture | Selby, Ch. 9; Starr, Ch. 9 |
| **29** | **11** | Mon., Mar 27 | Finish Ch. 9 Lecture | Selby, Ch. 9; Starr, Ch. 9 |
| **30** |  | **Wed., Mar 29** | Review for Exam #3; **Take Map Quiz #3** | Selby, Ch. 9; Starr, Ch. 9 |
|  |  | **Fri., Mar 31** | **HOLIDAY – Cesar Chavez Day** | **California State Geographic Bee!** |
| **31** | **12** | **Mon., Apr 3** | **Exam #3, Ch. 7, 8, and 9 in Selby, and Starr** | **Exam #3** |
| **32** |  | Wed., Apr 5 | Begin Selby Ch. 10 Lecture | Selby, Ch. 10; Starr, Ch. 10 |
| **33** |  | Fri., Apr 7 | Continue Selby Ch. 10 Lecture | Selby, Ch. 10; Starr, Ch. 10 |
|  |  | **Mon., Apr 10** | **Spring Break** |  |
|  |  | **Wed., Apr 12** | **Spring Break** |  |
|  |  | **Fri., Apr 14** | **Spring Break** |  |
| **34** | **13** | **Mon., Apr 17** | Finish Ch. 10 Lecture; **Major Writing Due** | Selby, Ch. 10; Starr, Ch. 10 |
| **35** |  | Wed., Apr 19 | Begin Selby Ch. 11 Lecture | Selby, Ch. 11; Starr, Ch. 11 |
| **36** |  | Fri., Apr 21 | Continue Selby Ch. 11 Lecture | Selby, Ch. 11; Starr, Ch. 11 |
| **37** | **14** | Mon., Apr 24 | Finish Selby Ch. 11 Lecture | Selby, Ch. 11; Starr, Ch. 11 |
| **38** |  | Wed., Apr 26 | Begin Selby Ch. 12 Lecture | Selby, Ch. 12; Starr, Ch. 12 |
| **39** |  | Fri., Apr 28 | Continue Selby Ch. 12 Lecture | Selby, Ch. 12; Starr, Ch. 12 |
| **40** | **15** | Mon., May 1 | Finish Ch. 12 Lecture | Selby, Ch. 12; Starr, Ch. 12 |
| **41** |  | Wed., May 3 | Finish Ch. 12 Lecture | Selby, Ch. 12; Starr, Ch. 12 |
| **42** |  | Fri., May 5 | TBA |  |
| **43** | **16** | Mon., May 8 | TBA |  |
| **44** |  | **Wed., May 10** | Review for Exam #4; **Take Map Quiz #4** |  |
| **Week 17** | **Finals week** | **Days** | **Dates** |
|  | **Final Exam Preparation & Faculty Consultation Days:**  | Thursday and Friday  | May 11, 12  |
|  | **Final Semester Examinations**: See on line finals schedule on web | Monday – Thursday  | May 15 – 18  |
|  | **Final Exam in this course (Exam #4), Ch. 10, 11, 12, both books:**  | **Mon, May 15, 11:00AM** |  |

**Geography 178 – CSUF – Mr. Boyd – Spring 2017**

**Major Paper Assignment and Guidelines**

This research paper should be at least 1,500 words in length (not counting title and references cited pages), and should be written on a topic that primarily deals with California. That’s roughly 7 pages, double spaced. Of course, certain issues will involve a discussion of what may be going on in nearby states (examples: immigration, water resources, etc.).

**Requirements:** Double-spaced, computer-generated, black ink on white paper, 12-point font. Your hard copy submission should include: Title page, body of your writing, references cited page. You will be handing in a paper copy to me before or on the due date, as well as submitting your work electronically to Safe Assign before, or on, the due date. The Safe Assign submission / upload should only contain the body of your writing, in Microsoft Word only. Do not submit an assignment that you have done in another class, for this assignment. Here is a suggested structure: Introduction to your issue (maybe a paragraph or two); body of writing; references cited page. What format you use is up to you, but be consistent, and make sure that you clearly cite your sources in the body of your writing, or with footnotes on the bottom of pages.

**Timeline:**

* Selection of topic and logging it on the Discussion Board before, or on, **Wednesday, Feb. 22**
* Due date of paper: **Monday, April 17**
* Papers turned in before or on **Friday, April 7** will receive 5 extra points for early submission
* Papers turned in after **Wednesday, April 19** will lose 15 points for late submission!

So, if you choose a topic right away, you will have 8 weeks to write your paper, which is realistic.

**Suggestions:** Focus on exploring the topic, and writing a credible paper. Don’t always have in mind shooting for the required length! Believe me, the words will come, and you will have no problem reaching the page requirement! Writing a paper of this nature as an undergraduate gives you the opportunity to explore a topic on your own…and know more about it when you’re done. This opens up infinite possibilities for topics and focus. This does not have to be drudgery – make this an enjoyable experience! I fully expect to learn new things from YOU!

Based on our brainstorming session in class, and some of my thoughts about potential topics, here are some suggestions. Once you post your selection in the Discussion Board, I’ll be glad to help steer you to appropriate resources. If there is a topic you have in mind which is not listed below, let’s discuss it! A few students already have.

**Water in California**

* Agribusiness
* Conservation
* Projects – surface storage, canals, preservation of the Delta, water banking
* The Groundwater Sustainability Act of 2014 – effects, implementation
* How this relates to other states in the southwest U.S.

**Population**

* Growing, or shrinking? Dynamics of this?
* How Federal immigration laws relate to this / current controversy nationally
* Are immigrants, legal or illegal, a burden? Fact, or myth? Substantiate!
* Groups – are all from Mexico, or are they from elsewhere?
* Growth, Zoning, and City & Regional Planning
* Is the SJ Valley properly facing its urban future?

**Environment**

* Preservation vs. Conservation
* Effects of Federal Endangered Species Act – real, or imaginary? Substantiate!
* Air quality – L.A. Basin, S.J. Valley; why it is the way it is; mobile vs. stationary sources, and who controls them; federal ‘waivers’ for tougher standards in CA, and how other states follow our lead; mass transit, or lack thereof, depending on the city / cities
* California Environmental Quality Act (CEQA) of 1970; implementation, ramifications
* A.B. 32, S.B. 375
* Offshore oil drilling – history and future of; possible source of state tax revenue
* High Speed Rail – embracing the future, or boondoggle?

**Governance**

* Historic background
* Why is there a bicameral legislature; should there still be one?
* Difficulties with passing a state budget, historically and currently
* Merits of full time vs. part time legislature
* Initiative process – history of; good thing, or gone wild?
* Ramifications of Prop. 13, passed in 1978

**Natural Disasters**

* Fires, Floods, ‘El Nino’ years
* Earthquakes / seismic activity
* Preparedness for same
* Droughts, heat waves, cold waves, ag damage

**Economy**

* Traditional vs. new industries
* What is the ‘next big thing’ for the future?
* Diversification of inland economies
* Are jobs really leaving in droves for other states / countries? Fact, or myth?

**Public Education**

* History of current infrastructure (K-12, CSU, UC); Master Plan for Higher Education
* The zeal that got it built in the 1950s and 1960s
* What’s up for the future?
* How Prop. 13 affected K-12 (passed in June 1978)

**History**

* Indigenous tribes
* Spanish / Mexican governance
* Gold Rush / Statehood
* Transcontinental Railroad; The Big 4
* Movies / entertainment
* The Depression
* WWII
* Freeways / sprawl / land use planning / mass transit, or lack thereof
* ‘Colorful’ characters, and how they related to history
* Student unrest in the mid-1960s to early 1970s; colleges and K-12 in L.A.
* Political movements – Chicano, Black Power, etc.
* Social trends, countercultural movements

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