Instructor: Chris Quinn

Class Location: C & L Room #105

Class Meetings: Tuesday and Thursday @ 12:45 pm – 2:10 pm

Office Location: Social Science Room #200 A (right behind the OCC Bookstore – in the faculty offices upstairs)

Office Hours: Tuesday & Thursday @ 10:00 am – 11:00 am and 2:15 pm – 3:15 pm; also by appointment

Email and Phone: cquinn@occ.cccd.edu (714) 432-5028

Instructor Website: http://occonline.occ.cccd.edu/online/cquinn/ (or simply Google me!)


Required Materials: Three #886-E Scantrons (large, green) for the exams
Five #882-E Scantrons (small, green or blue) for the map quizzes

Other Materials: Multi-colored pens, pencils, and/or highlighters for class notes, maps, and assignments; 1 file folder

Course Description:
Welcome to the exciting world of California Geography! This course is a survey of California’s physical and cultural environment and patterns. Topics will include physiography, vegetation, climate, resources, population, migration, ethnic diversity, economics, urbanization and current issues related to geographic factors. Field trips may be required. Three hours lecture. Transfer Credit: CSU; UC.

While I will be your guide throughout the semester as we travel around the beautiful state of California, you must be willing to dedicate yourself to the actual goal of learning and accept responsibility for your own education.

Course Topics:
This course will be based upon the description, discussion, and understanding of the Human Geography (i.e. - cultures, history, populations, economies) and the Physical Geography (i.e. - landforms, climate patterns, natural resources, and environmental issues) of the various designated regions in California. The methods and materials that are used to convey a comprehension of each region include class discussions, textbook readings, map reading and interpretation, videos, PowerPoint slide presentations, homework assignments, in-class activities and cooperative learning groups.

Student Learning Outcomes:
1) Identify the major physical and cultural regions within the state.
2) Arrange the state into major geographical regions and compare and contrast them in terms of their cultural and physical geography.
3) Explain the historic evolution of California’s human population.
4) Describe the relationship among climate, agriculture, economy, population, and urbanization in California.

IT IS YOUR RESPONSIBILITY TO READ THIS SYLLABUS COMPLETELY AND TO UNDERSTAND ALL OF THE INFORMATION
Reading:
In order to be adequately prepared for this Geography course, students are expected to read the assigned chapters in the textbook – preferably before coming to class. Please see the Tentative Course Schedule on page 6 for the dates of the scheduled readings. Occasionally, this means that there will be a few in-class quizzes or homework assignments where you will be asked questions based upon the assigned readings. In addition, some of the exam questions will come from the assigned readings and will not be mentioned in the class discussions. You are advised to read all of the assigned chapters, including the maps, figures, tables, captions, and boxed exhibits. A good way to review is to see how much you can recall by looking at the headings, sub-headings, and the key geographic concepts/ideas/terms that are found in each chapter.

* The assigned readings for each section are:
  a) Unit #1: Read Chapters 1, 2, and 3
  b) Unit #2: Read Chapters 4, 5, and 6
  c) Unit #3: Read Chapters 7, 8, and 9
  d) Unit #4: Read Chapters 10, 11, and 12

Attendance and Class Participation:
Regular attendance is expected and students should plan on attending each class meeting and ARRIVING ON TIME. Attendance is taken every day at the beginning of each class and again toward the end of each class. Students who arrive late to class or leave early from class will be counted as absent for that class meeting. Not surprisingly, poor attendance will negatively affect your final grade.

Late arrivals and/or early departures are highly discouraged because constantly coming in late and leaving early is not only unprofessional, but it also disrupts the entire class and the learning process for everyone. Students who are persistent non-attendees (i.e. - more than 4 absences in the semester) and students who constantly come late to class and/or leave early from class will be dropped. If you have any further questions about the attendance and absence policies at Orange Coast College, please see the official guidelines that are listed in the College Catalog.

Active class participation is also expected and required in order to pass this course. Class attendance and participation is an extremely important part of the course because a substantial percentage of the exam questions are derived from class discussions. If you are adequately prepared and regularly contribute to the discussions, then we can make this a fun, lively learning community and I believe that you will find this Geography course to be a rewarding educational experience.

Course Grading:
Final grades will be based upon your total point accumulation (600 points) through the following methods:

1) **Exams:**
   Two 100-point multiple-choice/short answer exams will be given at the end of Unit #1 and Unit #2. Please see the Tentative Course Schedule on page 6 for the scheduled dates of the exams.
   a) The exams consist of 45 multiple-choice questions worth 2 points each and a few short-answer/essay questions worth a total of 10 points.
   b) The Final Exam is comprehensive and consists of 75 multiple-choice questions worth 2 points each.
   c) Students will be given approximately 80 minutes to complete the exams. Please do not be late – students who disrupt the class by arriving late while an exam is in progress will receive a 5-point deduction from his/her total score and will not receive extra time to complete the exam.

2) **Map Quizzes:**
   Five map quizzes are worth 20 points each and all map quizzes will be announced at least one week in advance. Please see the Tentative Course Schedule for the scheduled dates of the map quizzes.
   a) Each map quiz consists of 10 multiple-choice questions worth 2 points each.
   b) The map quizzes will require students to locate and identify the features (i.e. – cities, counties, and/or physical features) that are found on the study guide handouts. See the study guide handouts and the corresponding blank outline maps that are posted on the instructor’s website.
   c) Students will be given approximately 10 minutes to complete the map quizzes and they will begin promptly at the start of the class session. Students who disrupt the class by arriving late while a map quiz is in progress will receive a 2-point deduction from his/her total score and will not receive extra time to complete the quiz.

3) Several in-class activities and/or homework assignments will be worth a total of 150 points
PLEASE KEEP TRACK OF YOUR PROGRESS DURING THE SEMESTER:

<table>
<thead>
<tr>
<th></th>
<th>Point Value</th>
<th>My Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam #2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Map Quizzes</td>
<td>100 (5 x 20 pts each)</td>
<td></td>
</tr>
<tr>
<td>In-Class / Homework Assignments</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Extra Credit for 0-1 Absences/Tardies</td>
<td>See page 4</td>
<td></td>
</tr>
<tr>
<td>Extra Credit for Map Quizzes</td>
<td>See page 4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>600</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale:**
The grading scale for this course is based on each student’s total number of points accumulated through his/her performance on all of the preceding assignments. Final grades will be assigned on a percentage basis as follows:

- **A** = 540 – 600 Total Points (90% - 100%)
- **B** = 480 – 539 Total Points (80% - 89%)
- **C** = 420 – 479 Total Points (70% - 79%)
- **D** = 360 – 419 Total Points (60% - 69%)
- **F** = 0 – 359 Total Points (0% - 59%)

Each student is personally responsible for maintaining his/her own grade records and keeping all graded and returned materials in a file folder. It is highly recommended that you record and enter the number of points that you earn in the preceding columns (see “My Points Earned” section above) so that you can add them up at any given time during the semester. This should easily allow you to be fully informed about your grade status and it will also permit you to reference your grade record against mine, in case you have any questions about your final grade at the end of the course.

**Student Professionalism and Basic Class Etiquette:**

* Students are expected to arrive on time, attend each class meeting, and stay for the full class session. If you cannot arrive on time, then you should consider either setting all of your clocks ahead, improving your time management skills, or dropping the class.

* Students who disrupt the class by constantly coming in late, leaving early, and/or missing class will be dropped from the course.

* Packing up early is extremely rude and disrespectful to everyone in the classroom and is not permitted until the class is finished, as determined by the instructor.

* Any student who sleeps during class is not mentally present. In past semesters, students who have fallen asleep during class have been promptly waken up, asked to leave, and marked absent for the day. Please sleep in the comforts of your own home!

* **No texting, cell phones, or other electronic devices during class.** As a common courtesy to all of your classmates and the professor, it is expected that you turn off your cell phones, iPods, laptops, and all other electronic devices when you enter the classroom. Please be sure to put all electronics away in a backpack, purse, etc. – not on your desk or lap – and set them so that they do not ring, distract, or otherwise disturb the class because you will be asked to leave. Students who are seen texting messaging or checking cell phones at any time during class will also receive a 10-point deduction from his/her total score and marked absent for the day.

* If class disruptions become a problem, students will be referred to the Dean of Students for disciplinary action.
Course Policies and Other Important Notes:

* Extra Credit Option #1: Any student who has zero absences/tardies throughout the semester will receive 10 points added to his/her total point accumulation. Students who have no more than one absence will receive 5 points added to his/her total points.

* Extra Credit Option #2: Any student who earns 100% on all of the map quizzes will receive an extra 10 points added to his/her total point accumulation.

* For unforeseeable situations and documented emergencies (as determined by the instructor), ONE make-up map quiz or exam will be permitted and it will be given during the instructor’s office hours on week #15. For such extenuating circumstances, there will be only one make-up per student and it can be for either a map quiz or an exam. Prior to scheduling a make-up quiz or exam, students must talk to the instructor in person and provide written documentation.

* It is highly recommended that you bring the required textbook, atlas, paper, and writing implements to each class meeting. On exam and quiz days, each student should bring a new, machine-readable Scantron form (i.e. - not folded, ripped, perforated, eaten by your dog, etc.) and two sharpened pencils with good erasers.

* Working on homework and assignments for this class, or any other course, is not permitted during class.

* Late assignments will not be accepted past the scheduled due date and homework assignments are due at the beginning of class. Any time after the due date is considered late and assignments will not be accepted by email. All assignments must be personally submitted by the student in class and may not be turned in by other students. Students must be present for the entire class meeting in order to submit or receive credit for assignments.

* Missing class for any reason, including sports, medical appointments, work, personal matters, travel, good surfing conditions, fresh snow in the mountains, court dates, car issues, etc. will result in being marked absent – no exceptions.

* Any missed information is the student’s responsibility – please check with your neighbors and fellow classmates in order to find out about the information that you missed in class. If you still need further assistance, just ask. However, please do not email or ask me if you “missed anything important” or if I can quickly explain what you missed from the previous class because you were absent.

* While open discussion of the course topics is highly encouraged, students must always maintain respect for each other, the instructor, and all of the people, cultures, and places that are discussed in class.

* Students with learning disabilities are required by law to inform the instructor if they need any special assistance for note taking, recording, interpretation, or examination-taking and scheduling (e.g. - needing extra time for exams/map quizzes or taking the exams/map quizzes in a location other than the classroom).

* Any student who takes an exam or map quiz in an alternate location is required to remind the instructor (in writing) each and every time an exam or map quiz is to be taken at that alternate location.

* It is highly recommended that students exchange information with each other (e.g. - email addresses and/or cell phone numbers) as soon as possible so that they may have an option available for getting notes and assignments in case of an absence.

* This is a rigorous course in both scope and topics. It is important that you review the textbook and lecture material each week in order to be adequately prepared. According to the State of California, the suggested amount of preparation time for a college course is approximately 2-3 hours per week (per unit) outside of class. Therefore, for a 3-unit class, students should plan on spending between 6-9 hours each week outside of class by studying/reading/preparing for the class/assignments/map quizzes/exams.

* Taking university transfer-level courses should be viewed as work, rather than simply something to do on the side, since (in most cases) the student is taking a college course to better his/her socio-economic standing. Consequently, a student who is taking 15 or more units of university transfer-level courses in one semester should be prepared to spend at least 30-45 hours each week in education-related activities (i.e. - the equivalent of a full-time job). Working full-time and attending college full-time can be accomplished by many people. However, in most cases something suffers – usually the quality of the student’s education.

**THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE COURSE SYLLABUS IF NECESSARY.**
**Academic Honesty Policy:**
The college standards of academic honesty will be applied in this class. Academic dishonesty will result in a “0” on all or part of an assignment and a written referral to the Dean of Students. The complete policy may be found in the 2015 College Catalog, the official publication that addresses academic and student services policies. An electronic copy of the College Catalog may also be found on the college website. If necessary, students may be required to electronically submit their written work for plagiarism checking.

**Accommodations for Disabilities:**
If you have a disability and believe that you will need accommodations, then you are encouraged to contact both your instructor and the Disabled Students Center as soon as possible. The office is located in the Special Services Building and the phone number is (714) 432-0202 Ext. 25807.

---

**Ten Suggestions for Successful Completion of Geography 150**

1. Come to class and actively participate in the class discussions by making thoughtful contributions and asking relevant questions.
2. Take clear, comprehensive, high-quality notes in class and rewrite them within 1 or 2 days of the next lecture.
3. Read the corresponding chapters in the textbook before coming to class.
4. Highlight, underline, and/or write down the key points and important concepts in the textbook as you read the chapters.
5. Regularly use your atlas and/or the textbook to find the different places and locations that are discussed during class.
6. Make flash cards for the key terms and concepts that are discussed in class and frequently review them.
7. Prepare for all of the map quizzes by labeling and filling in the blank outline maps, preferably before the day of the map quiz.
8. Complete all of the homework/in-class assignments and submit them at the beginning of class on the scheduled due date.
9. Form a study group and study with other classmates – this often helps and it is usually a lot more fun!
10. Avoid trying to read and learn everything the night before an exam. Throughout the ages, students (including your instructor) have consistently proven that this strategy is not especially productive in challenging college courses. In fact, this strategy is often quite counter-productive.

---

**Ten Ways to Make Life Hard for Your Professor and Classmates**

1. Constantly whisper, talk, and laugh with your neighbors during class.
2. Arrive late to class and leave early for no particular reason.
3. Place your head on the desk. Doze off and catch a nap. Snore if you can.
4. Yawn loudly over and over again. Stretch your arms. Keep staring at your watch and/or the clock on the wall.
5. Blow bubbles with your gum and make loud popping sounds.
6. Work on homework or study for another class during class discussions.
7. Make facial expressions that show how disgusted you are with something that the instructor or another classmate said.
8. Check your cell phone to see if you missed any important calls. Email or text message your friends during class.
9. Interrupt the entire class by constantly coming in and/or leaving the classroom.
10. Zip up your backpack and pack up your belongings a few minutes before the class is finished.

---

*Any behavior that is disruptive to the instructor or other students in class will not be tolerated.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome to California Geography: Introduction and Overview</td>
</tr>
<tr>
<td>2</td>
<td>Physical Landscapes of California: Map Quiz – Major Landform Features</td>
</tr>
<tr>
<td>3</td>
<td>Historical Geography of California</td>
</tr>
<tr>
<td>4</td>
<td>Map Quiz – California Cities</td>
</tr>
<tr>
<td>5</td>
<td>Climates of California</td>
</tr>
<tr>
<td>6</td>
<td>Contemporary Folkways, Cultural Landscapes</td>
</tr>
<tr>
<td>7</td>
<td>Vegetation of California</td>
</tr>
<tr>
<td>8</td>
<td>Map Quiz – Major Water Features</td>
</tr>
<tr>
<td>9</td>
<td>Lifestyle Choices: From Urban to Rural</td>
</tr>
<tr>
<td>10</td>
<td>California’s Water Resources</td>
</tr>
<tr>
<td>11</td>
<td>Economic Geography</td>
</tr>
<tr>
<td>12</td>
<td>Map Quiz – California Counties #1</td>
</tr>
<tr>
<td>13</td>
<td>California’s Coastal Ocean Region</td>
</tr>
<tr>
<td>14</td>
<td>Sustaining California and Beyond</td>
</tr>
<tr>
<td>15</td>
<td>California on the Threshold</td>
</tr>
<tr>
<td>16</td>
<td>Class Meets at Upper Newport Bay on 12/8/15</td>
</tr>
</tbody>
</table>

“Travel is fatal to prejudice, bigotry, and narrow-mindedness” - - Mark Twain