***Foundations in Geographic Knowledge Fall 2098—Outline***

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Department of Geography

Required Book: *Teaching Geography*, Third Edition by Phil Gersmehl

Format: Hybrid—we will meet in person on select dates.

Access to course is through Canvas.

**Assignment Schedule posted on Canvas.**

**The Course:** Welcome to Foundations of Geographic Knowledge. This capstone course is where you focus on your interests in teaching combined with a study of the concepts, content and educational issues related to geography. You will be participating in a collaborative learning environment in which e’ll discuss ideas, tap into your creativity, and hone your skills for effectively communicating ideas through writing, lesson planning and teaching demonstrations. This is the opportunity for which you have been waiting, a chance to combine your background in education, geography and other coursework in training to be an effective geography and social studies teacher, whether in the primary or secondary grades. Through geographic ideas, discussions, and lesson planning, you will design your own professional quality teaching unit, based on a location of your choice. You will develop the tools which help to answer the question, “How can I use many techniques and sources to develop dynamic geography teaching strategies?”

**Attendance:** We will meet in person on selected dates to be discussed in class. Attendance on those dates is **mandatory.** Absence from any in-person session will result in large grade deductions to your course average.

**The Teaching Unit Project:**

* Conduct research, create an original map, write a substantial secondary level teaching unit (five lesson plans), summary paper, and teaching demonstration. This final project is in lieu of a final exam.
* This capstone project will be a middle or high school-level teaching unit which uses a location as the ‘umbrella topic’. Geography and spatial thinking should be evident in all lessons, though each may focus on different aspects of the place—the history, the physical geography, economics, history, environment, culture, political issues as examples. Essentially, your task is to weave geographic themes into a variety of connected cross-curricular subjects -- STEM subjects, the social studies, and the humanities. This is your opportunity to think outside of the box about your topic choice, beyond the discrete subjects in which ideas are usually organized in the classroom. The goal is for you to bring some of this creativity to your own teaching.
* Your lessons must be related to geography (spatial/locational) and demonstrate an understanding of teaching geography in a cross-curricular framework.
* Refer to the *National Geographic* five themes of geography to be sure that at least one has prominence in each lesson.
* The unit must include geospatial, STEM concepts and NJ Common Core Social Studies Standards.
* It must include a summary/narrative of the unit (3-4 pages) which describes how geography is central to each lesson and gives on overview of the research involved and how the lessons are linked to each other, how each lesson is linked to one of the NGS five themes of geography, plus literature/source review of seven of the most important sources you found, the main objectives of the unit and how you will reach your objectives.
* It must have credible sources and be properly referenced in **APA format.**
* The paper will also include graphics, including an **original** thematic map which you create using GIS (preferably), another computer program, or by hand.

**Assignments/Discussion Questions:** Assignments and Discussion Questions (DQs) will be posted on Canvas. **No late work or DQ posts will be accepted.**

**Posting your work electronically:** You will be submitting your assignments via Canvas. The assignments are due by 11:59PM each Monday.

**Discussion Questions**: A weekly DQ will be posted on our Discussion Board. **A minimum of 5 posts per DQ** will consist of 1. an initial response to the DQ, 2. feedback to at least 3 classmates, and 3. at least 1 reply to a classmate who posted feedback to you. Check Canvas for due dates each week. The DQ posts will count as 20 percent of each week’s assignment grade. No late DQ posts will be accepted.

**Safe Assign:** Assignments will be checked against a databank of sources for copied material. You must put all ideas in your own words, use APA citations properly for referencing the ideas of others and use quotes for the direct words of others properly referenced.

**Format for all submitted material:** Times New Roman 12, double-spaced, default margins, default header and footers. For DQ posts, bear in mind that these posts are displayed to the entire class. Write professionally and courteously. Don’t use all caps. Watch for typos.

**Grading:** See Canvas

**Incomplete Grade:** Foundations is a challenging course but also very rewarding when completed. This course is similar to a graduate-level course and requires you to be self-motivated throughout the semester**.** If you have completed your other assignments and presentation, but cannot complete the project by the end of the semester, you can request in writing a grade of INCOMPLETE. If you have a reasonable justification for why an INC should be granted, I will consider your circumstances. If you have not completed your assignments and presentation, you will receive an F, rather than an INC.

There are several caveats that will occur with an incomplete grade:

1. *You will be penalized one letter grade – (the maximum grade you will receive after an INC is a B)*
2. *You MUST still make a presentation during the semester.*
3. *Your grade will change to “F” if not completed after one semester.*
4. *You MUST complete all homework assignments to be considered for an INC*

**Academic Dishonesty**: Academic Dishonesty, in any form, will not be tolerated. With a research intensive course such as Senior Seminar this cannot be taken too seriously. According to Rowan University policy, students committing any act of academic dishonesty may fail the course, be suspended from the university, or both. In order to avoid plagiarism, students should provide appropriate documentation whenever quoting, paraphrasing, summarizing, or otherwise using the language or ideas of others. The Rowan policy on Academic Issues is available on the provost website. (<http://www.rowan.edu/provost/policies/AcademicIntegrity.htm>)

**Special Needs:** Your academic success is important. If you have a documented disability that may have an impact on your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success center in order to receive official University services and accommodations. The Academic Success center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations.

**Email Policy:** You’re responsible to check your course email/announcements daily to keep updated on class news.

**Rowan Success Network**: The Rowan Success Network powered by Starfish® is designed to make it easier for you to connect with the resources you need to be successful at Rowan. Throughout the term, you may receive email from the Rowan Success Network team (Starfish®) regarding your academic performance. Please pay attention to these emails and consider taking the recommended actions. In addition, utilize the RSN's scheduling tools to make appointments at your convenience for advising, tutoring and more. Additional information about RSN may be found at [www.rowan.edu/rsn](http://www.rowan.edu/rsn).