GEOG 319 (Geography for Teachers) SYLLABUS
Course Call # 5069
Fall Semester of 2007

COURSE DATA
Instructor of Record and Office Address:
Dr. D. C. Munski, Ireland Hall 157
voice mail: 777-4591; e-mail: douglas_munski@und.nodak.edu

Supporting Schools and Master Teachers (partial listing as of 25 August 2007):
GFks Red River High School: Mr. Mr. Gene Aaneson (school district liaison),
Dr. Jim Stenehjem, Mr. Don Croeker, Mr. Mike Bisenius, Mr.
Joe Myzkowski, Mr. Gabe Dahl, and Mr. Kevin Carney
GFks Central High School: Ms. Lisa Burwell-Johnson and Mr. Bill Landry
GFks Alternative High School: Ms. Barbara Decker
GFks Schroeder Middle School: Ms. Judy Hager, Mr. Chris Douthit, and Mr. Dan Taylor
GFks Valley Middle School: Ms. Naomi McGaughey and Mr. Kevin Murphy
EGFks Middle School: Mr. Jim Enright
Retired Stalwarts: Ms. Pat Henry, Ms. Bonny Cameron, and Mr. Robert Kulack

Meeting Time & Main Campus Location: Mondays, 3:30 p.m. to 5:30 p.m., Ireland Hall 157
[Erroneously referred to as O'Kelly Hall 157 in Fa07 Timeschedule!]

Field Sites: Selected Schools in Grand Forks, East Grand Forks, and the Surrounding Area

Required Texts for the Teaching Certificate Track:
GENIP. nd. Spaces and Places: A Geography Manual for Teachers. nl: GENIP and Rand
McNally & Company. [refer to as GENIP]
National Geographic Research & Exploration. [refer to as STDS]
Vender, JoAnn C. 2003. Teaching to the Standards: A K-12 Scope and Sequence in
Project. [cited as TTTS]

NOTE: There will be other items made available through the UND Chester Fritz Library
Reserve Desk and as handouts that will be necessary to read, understand, and apply.

Recommended Atlases:
Books. (cited as RM-Atlas)
Atlas)

ADA STATEMENT
If you need accommodations in this course because of a disability, if
you have emergency medical information to share with me, or if you
need special arrangements in case the building must be evacuated,
please make an appointment with me as soon as possible. My office
location is 154 Ireland Hall, and my office hours are posted on the
GEOG 319 Blackboard plus are immediately after class on Mondays
and by appointment.
COURSE PURPOSE AND OBJECTIVES
GEOG 319 for Fall of 2007 is the latest version of one of the oldest and continuously-offered geographic education courses presented in the Upper Middle West and represents a longstanding collaborative effort by professional geographers and classroom educators to improve the quality of pre-service preparation for K-12 geography, social studies, and earth science classes in North Dakota, Minnesota, and South Dakota. The class focuses upon grades 4-8 per the request of UND’s Teaching and Learning Department. This course is intended to help teacher candidates become sufficiently competent in the theory and application of contemporary geographic education thought and practice to pass successfully into the ranks of first-year teachers upon completion of the student teaching experience. Consequently, the course has the following objectives, i.e., upon the completion of this course, the student should be able to:

- Comprehend, analyze, and evaluate selected definitions of the term, “geography,” and synthesize a personal explanation of what constitutes geography as part of the person’s own philosophy of teaching.
- Identify, comprehend, analyze, and evaluate recent educational trends in geography in the United States.
- Comprehend, analyze, and evaluate the national standards for geography as tools to synthesize and apply for local standards in teaching geography principally as social studies but also as earth science.
- Locate, comprehend, analyze, and evaluate key resources for teaching selected geography topics for grades 4-8 which would include exposure and involvement in the actual classroom settings in which geography is taught.
- Promote a professional demeanor and attitude among teacher candidates through contact with practicing professionals in on-site classroom activities.
- Develop a portfolio of an acceptable number of lessons plans, either created by the individual student or modified from an existing Internet-based source of freely available lesson plans for a given course in geography or social studies or earth science for grades 4-8 which exemplify current practice in the field and emphasize the use of creativity, critical thinking, and appropriate coverage of content.
- Incorporate appropriate classroom technologies into lesson plans and demonstrate an acceptable level of competence in using such technology.
- Pursue a student teaching experience successfully in geography as well as social studies or earth science.
- Become an advocate for expanding the teaching of geography within the local school district, the state of North Dakota, and the United States through participation in the North Dakota Geographic Alliance, the North Dakota Council for the Social Studies, and the North Dakota Science Teachers Association.

RELATIONSHIP OF COURSE GOALS AND OBJECTIVES TO THE MISSION STATEMENT OF THE UND GEOGRAPHY DEPARTMENT AND UND T&L DEPARTMENT’S CONCEPTUAL FRAMEWORK
This course is grounded soundly in the four goals of the UND Geography Department’s Mission Statement and integrates the attributes of the conceptual framework of the UND Teaching and Learning Department. The first of the Geography Department’s goals is to help students gain an understanding of the world in spatial terms, particularly using the basic language and essential concepts of geography to better understand the human-environment
theme of the discipline. This is to be accomplished through the use of map reading and interpretation exercises which emphasize cartographic representations (maps, remote sensing imagery, and GIS (geographic information systems) products) as a form of communication to enhance critical thinking and creative thinking which are important attributes of general education. This also reflects the UND Teaching and Learning Department’s “Teacher as Learner” in that program’s conceptual framework and promotes INTASC Principle 1, “Knowledge of Subject Matter.” Because GEOG 319 deals in an appropriate fashion with the educational psychology of 4-8 students in their development of map reading and interpretation abilities, INTASC Principle 2, “Knowledge of Human Development and Learning” and INTASC Principle 3, “Adapting Instruction for Individual Needs” plus INTASC Principle 4, “Multiple Instructional Strategies,” INTASC Principle 6, “Communication,” and INTASC Principle 8, “Assessment of Student Learning,” are addressed.

The second goal in the mission statement of the UND Geography Department is to assist students to develop an appreciation of the fundamental themes and processes of physical and human geography. Your instructor has incorporated the appropriate physical and human geography standards from the National Geography Standards as endorsed by the Association of American Geographers to reflect this. GEOG 319 also is designed to promote the importance of recognizing relationships among ideas and events as well as recognizing and evaluating choices and their consequences as essential connections to the Teaching and Learning Department’s conceptual framework component of “Teacher as Active Agent of Learning.” This is done when dealing with regions at different spatial scales from a human-environment perspective. This aspect of GEOG 319 aligns most closely also with INTASC Principles 1, 3, 4, and 6 and includes INTASC Principle 7, “Instructional Planning Skills.”

Gaining an understanding of the analytical tools used to investigate and solve spatial problems is the third part of the UND Geography Department mission statement. This goal is approached in GEOG 319 by applying map reading and interpretation as the initial approach to using cartography and related geo-spatial techniques such as geographic information systems to problem-solving relative to topics of human-environment interaction. Such attributes of critical thinking and creative thinking are highlighted to benefit the student and to promote the student’s abilities to recognize and evaluate choices and their consequences when dealing with regional issues. This in turn reflects the UND Teaching and Learning Department’s “Teacher as Articulate Visionary” approach in its conceptual framework and ties GEOG 319 to INTASC Principles 3, 4, 6, 7, and 8 with attention paid here to INTASC Principle 5, “Classroom Motivation and Management Skills.”

The fourth focus of the UND Geography Department’s mission statement is to help students become better citizens as adult learners by developing a global, regional, and local perspective on human and environmental issues. This goal is associated closely with the UND Teaching and Learning Department’s “Teacher as Active Agent of Learning” and “Teacher as Articulate Visionary” attributes in that department’s conceptual framework. Understanding other cultures needs to be achieved if global human and environmental issues are going to be resolved for mutual benefit. This is a goal aligned with INTASC Principle 9, “Professional Commitment and Responsibility.” Efforts to achieve this goal in GEOG 319 are based upon using case studies and examples from various parts of the world at
different spatial scales to assist undergraduates become more cognizant of how geography is relevant in its application to their everyday lives. Master educators from the Grand Forks Public School District are deeply involved in this aspect of the course with special attention given by them making presentations on Europe, Russia, and Japan, reflecting INTASC Principle 10, “Partnerships.”

COURSE REQUIREMENTS
Keeping in mind the above purpose and general objectives, there will be a set of course requirements which will be used in evaluating whether or not a pre-service teacher is meeting expected levels of achievement. The supporting master teachers may review these items, which will serve as a component in the process for determining a student’s final course grade. This semester, thanks to a special arrangement with the UND College of Arts and Sciences, Mr. Robert Kulack, recently retired associate principal of Grand Forks Red River High School, once again will be the school district liaison for the course, and his judgment of student demeanor as well as written materials and classroom participation will be given serious weight when overall grades are determined for this course. Because this is a once-a-week laboratory-style course, part of a student’s total grade shall be based upon weekly classroom participation. These graded assignments are subject to change in accordance with any changes in the syllabus.

COURSE SCHEDULE (SUBJECT TO CHANGE WITH APPROPRIATE NOTICE)
The following schedule was developed in consultation with a panel of master teachers and the schedule is subject to change with sufficient notice. In case of severe weather, field trips to the off-campus sites may or may not be cancelled; such a decision will be made according to UND policy, so pay attention to e-mail from Dr. Munski and the GEOG 319 Blackboard Announcements. If a student is ill or has a serious family crisis or has another legitimate reason for missing class, he/she may be excused from class and allowed to complete an alternative assignment to the weekly classroom participation provided the student contacts Dr. Munski prior to class. Finally, students should take care to mark changes as announced each week using the vehicle of the GEOG 319 Blackboard.

DATES AND TOPICS
20 AUG: No Class
Per the instructions of the Registrar’s Office, this course will not be meeting because it would begin BEFORE 4:00 P.M. on the first day of the semester.

27 AUG: Introduction to the Course and Pre-Test Assessment
First Hour Location: Ireland Hall 157
Activity: Preview of course materials and related “housekeeping” tasks, including the use of the www.online.und.nodak.edu GEOG 319 Blackboard
Assignment #1a (In-class): Student Data Sheet and Selected Pre-Test Instruments
Second Hour Location: 157 Ireland Hall
Assignment #1b (In-class): Discuss NCGE Secondary Level Assessment and IGU Test

REMINDER: YOU NOW SHOULD BE READING *Geography for Life* AND ARE TO FINISH THE READINGS BEFORE EACH CLASS!

03 SEP: LABOR DAY HOLIDAY

10 SEP: Seeing Things Geographically, Part I
First Hour Location: Ireland Hall 157
Activity: Learning the OSAE Technique and Other Landscape Analysis Processes
Assignment #2a (In-class): Preparation of a Mental Map of the UND Campus
Second Hour Location: Field Trip around the UND Campus
Assignment #2b (Homework): Comparing Your Mental Map of the UND Campus to Other Maps of Campus and Grand Forks
Required Readings: STDS, pp. 1-59

17 SEP: Supervised Computer Lab Assignment
(Dr. Munski will be participating in the UND Presidential Search Committee meeting that day.)
First Hour Location: O’Kelly Hall 116 (UND GEOG DEPT Computer Lab)
Activity: Introduction to Google Earth
Assignment #3a (In-class): Complete YSA Geography Lab Exercise and Create Own YSA Geography Lab Exercise for Geocaching on the UND Campus
Second Hour Location: O’Kelly Hall 116 (UND GEOG DEPT Computer Lab)
Activity: Surfing the Internet for GEOG ED Lesson Plans
Assignment #3b (In-class): Preparation of a 25 Item Annotated Bibliography of Internet URLs for GEOG ED Lesson Plans.

24 SEP: Seeing Things Geographically, Part II
First Hour Location: Downtown Grand Forks *(We Rendezvous at Urban Stampede)*
Activity: Historical Geography of the CBD of Grand Forks as an OSAE Exercise
Assignment: #4a (On-site): Fieldtrip Log Book
Second Hour Location: Downtown Grand Forks-East Grand Forks
Assignment #4b (Homework): Write-up of OSAE Exercise
Required Readings: Review Readings for 17 SEP plus any readings as posted on the GEOG 319 Blackboard.

01 OCT: Introduction to Lesson Planning in Geography
First Hour Location: Ireland Hall 157
Activity: Overview to Preparing Lesson Plans for Specific Grades
Assignment: #5a (On-site) Classroom Group Work Using LiveText
Second Hour Location: O’Kelly Hall 116 (UND GEOG DEPT Computer Lab)
Activity: Drafting a Lesson Plan
Assignment #5b (Homework): Draft Lesson Plan on one of the Five Themes of Geography as Applied to Studying North Dakota
Required Readings: Review items on reserve at the Chester Fritz Library and any handouts as distributed prior to this date.

NOTE: Proper Decorum and Dress Is Expected for ALL Off-campus Classes!
08 OCT: Perspectives on Being a Professional Educator
First Hour Location: GFks Red River High School, Room 312
Activity: Presentation by Dr. Jim Stenehjem, Principal of GFks Red River High School
Required Readings: TTTS, pp. 1-6
Assignment #6a (In-class): Active Participation in the Q&A Portion of the Session
Second Hour Location: GFks Red River High School Commons
Activity: Tour of Facility and Explanation of Resources Available to Teachers
Assignment #6b (Homework): Reaction Essay 1

15 OCT: Teacher Roundtable
First Hour Location: GFks Red River High School, Room 312
Activity: Presentation by Master Teachers
Required Readings: STDS, pp. 61-104
Assignment #7a (In-class): Active Participation in the Q&A Portion of the Session
Second Hour Location: GFks Red River High School Commons
Activity: Debriefing for Experience of First Hour
Assignment #7b (Homework): Reaction Essay 2

22 OCT: Overview to Aligning the Theme of Location to the National Geography Standards using GIS as a Tool of Geographic Education
First Hour Location: O’Kelly Hall 125 (if available, otherwise Ireland Hall 157)
Activity: Presentation on the Basics of Location vis-à-vis GPS
Required Readings: STDS, pp. 106-112, 144-149, and 184-189
Assignment #8a (In-class): Completion of In-class Lab Exercise
Second Hour Location: O’Kelly Hall 116 (UND GEOG DEPT Computer Lab)
Activity: Working on a Lesson Plan for Teaching about Location
Required Readings: TTTS, pp. 7-12; S&P, pp. 53-72, 79-93, and 103-116
Assignment #8b (Homework): Lesson Plan for Teaching about Location

29 OCT: Review of the Five Themes of Geography and the National Geography Standards: Theme of Place as Physical Geography
First Hour Location: Ireland Hall 157
Activity: Presentation on the Basics of Physical Geography
Required Readings: STDS, pp. 118-121, 156-159, and 197-200; TTTS, pp. 13-19
Assignment 9a (In-class): Completion of In-class Lab Exercise
Second Hour Location: Ireland Hall 157
Activity: Continuation of First Hour
Assignment #9b (In-class and Homework): Internet Exercise using USGS web site

05 NOV: The Five Themes of Geography and the National Geography Standards: Themes of Place and Movement as Human Geography
First Hour Location: Ireland Hall 157
Activity: Presentation on the Basics of Human Geography
Required Reading: STDS, pp. 122-131, 160-170, and 201-211
Assignment 10a (In-class): Completion of In-class Lab Exercise
Second Hour Location: O’Kelly Hall 116 (UND GEOG DEPT Computer Lab)
Required Reading: TTTS, pp. 20-28
Assignment 10b (In-class): Lab Exercise from Human Geography in Action

NOTE: This exercise might be altered drastically and dropped entirely if the publisher and your instructor cannot come to an agreement about a site license for the cd-rom to be used.

12 NOV: Special Needs Children and Geography
First Hour Location: GFks Red River High School, Room 312
Activity: Meeting with two specialists on working with special needs children.
Required Reading: Review items on reserve at the Chester Fritz Library and any handouts as distributed prior to this date.
Assignment #11a (In-class): Active Participation in the Q&A Portion of the Session
Second Hour Location: GFks Red River High School Commons
Activity: Debriefing for Experience of First Hour
Assignment #11b (Homework): Reaction Essay 3

07 NOV: The Five Themes of Geography and the National Geography Standards: Theme of Human-Environment Interaction
First Hour Location: GFks Red River High School (Check Announcements for Room)
Activity: Presentation by a NCGE master teacher on how to utilize and to update a case study of a relevant human-environment interaction.
Required Reading: STDS, pp. 132-137, 171-179, and 212-218; TTTS, pp. 29-34
Assignment 12a (In-class): Active Participation in the Q&A Portion of the Session
Second Hour Location: GFks Red River High School Commons
Activity: Debriefing for Experience of First Hour
Assignment #12b (Homework): Reaction Essay 4

11-18 NOV: GEOGRAPHY ACTION WEEK
Plans currently are underway to incorporate the theme of this year’s Geography Awareness Week into GEOG 319’s overall structure. Be aware that one of your final exam questions is related to this celebration of the discipline of geography.

19 NOV: Children’s Literature Is for More than Children
First Hour Location: GFks Schroeder Middle School’s Library
Activity: Workshop with master librarian, Ms. Judy Hager,
Required Reading: TBA [see Blackboard Announcements, please]
Assignment 13a (In-class): Active Participation in the Q&A Portion of the Session
Second Hour Location: TBA
Activity: Debriefing for Experience of First Hour
Assignment #13b (Homework): Reaction Essay 5
NOTE: This is the key experience for dealing with one of the final exam questions!

26 NOV: The Five Themes of Geography and the National Geography Standards: Themes of Movement and Region in Retrospective
First Hour Location: Ireland Hall 157
Activity: Introduction to geo-spatial techniques of analyzing a region
Required Reading: STDS, pp. 113-117, 150-155, 190-196
Assignment #14a (In-class) Completion of In-class Lab Exercise
Second Hour Location: O’Kelly Hall 116 (UND GEOG DEPT Computer Lab)
Assignment #14b (Homework): Final Draft of Lesson Plan(s)
NOTE: ANY GRADED MATERIALS NOT COMPLETED BY 03 DEC 07 WILL BE RECORDED AS A ZERO UNLESS ARRANGEMENTS ARE MADE OTHERWISE BY THE STUDENT IN QUESTION

03 DEC: Conclusion to the Course
First Hour Location: Ireland Hall 157
Activity: Review of the key concepts, theories, and models used in geography classrooms to present and to interpret the cultural landscape.
Reading: STDS, pp. 138-141, 179-182, and 219-241 plus TTTS. pp. 35-38
Assignment #15a (In-class) Discussion of Student Lesson Plans on North Dakota

Second Hour Location: O’Kelly Hall 125 (if available, otherwise Ireland Hall 157)
Assignment #15b (In-class): Post-tests per NCGE and AP Human Geography Items

Final Exam Week: Individual Student Review and Final Exam

14 DEC: Final Exam 3:15 p.m.-5:15 p.m.
Location: 157 Ireland Hall

Open Book, Open Note Final Exam Preparation and Actualization
While the preparation of a portfolio for GEOG 319 was considered as an option instead of a final exam, this is not possible with the new campuswide protocols regarding final exams per both NCA and NCATE accreditation processes. As you will note in the documents online from the UND Office of the Registrar, this institution is extremely serious about how final exams are handled vis-à-vis faculty members, students, and administrators. The reality is that whether you like it or not, we will be having the final exam per the time stated by the UND Office of the Registrar on THURSDAY, 14 December 2005 at 3:15 p.m.-5:15 p.m. in 157 Ireland Hall. It will consist of two-parts: materials that you turn-in for all the four questions listed below plus a classroom discussion of your answers to the second, third, and fourth of the aforesaid questions.

It is recognized that such conditions are challenging to everyone, including the instructor who must turnaround the graded final exam quickly so to have your overall grade ready the time to submit the grade sheet for GEOG 319. Therefore, the following questions are given in advance as part of that evaluation process for GEOG 319. You may use no more than the equivalent of one UND blue book per question; your grade will be based upon the content of your answer—not its length. Also included in your grade will be marks on your grammar, spelling, punctuation, and neatness. You will be expected to have an outline of each question ready to be reviewed after you return from the American Thanksgiving Holiday weekend. You will be reminded about this aspect of the course rather frequently after the Canadian Thanksgiving Holiday weekend which is not recognized on the UND calendar much to your instructor’s disappointment as he celebrates that event. So, perhaps you now should start researching the answers to these questions, preparing outlines, and maybe even constructing rough drafts, eh?

1. What is meant by the term, “TODALSIGs,” and how does it apply to the teaching of map reading and interpretation when you are using the North Dakota state road map?

2. What are the protocols for having library-based projects and why is it important to work closely with a school librarian if one is a geography teacher in grades K-12?
3. How does a weeklong celebration such as National Geography Week help or hinder the teaching of geography year round?

4. Based upon your experiences this semester with the various local educators and using other appropriate sources of information, what does it mean to be a geography teacher?

GRADING POLICY
GEOG 319 is intended to be a fairly tough and demanding teaching techniques course. It is in your best interests to be present each week or you lose that day’s lab grade. Make-up assignments for lab only are possible if you have one of the following documents: 1) a medical excuse signed by a physician if you are too sick to come to class; 2) a copy of the funeral service bulletin if you have had to attend such a ceremony; 3) an approved NCAA form from the appropriate coach if you are at an away game; 4) a notice from the sponsor of a particular program, e.g.s., Allegro or the Varsity Glee Club; or 5) an appropriate form for any contingency not recognized above. Reaction papers are due the week after the event attended to receive full credit; materials presented after that date are worth only half credit. Additional details for other assignments will be provided on the GEOG 319 Blackboard. If there are any questions about this, please discuss this with the instructor.

Graded Assignment Weighting and Overall Final Grade
Not all assignments in GEOG 319 are of equal value in point value, so be attentive to how you manage your time and efforts. The tasks are in these categories: in-class activities (10 points), lesson planning related materials (20 points), homework, some of which are known as reaction papers (30 points with up to 10 points for being engaged in the off-campus activity and a maximum of 20 points for your write-up and reaction to such a professional development activity), and final exam (115 points with the point assignment being 2.5 points for the outline of each question, 20 points per essay, and 5 points for being engaged in the classroom discussion).

Realizing that conditions change when one least expects it when it comes to graded assignments, e.g.s., a guest speaker is unavailable or a publisher denies a site license for software that had been planned to be the focus of an activity, adjustments will be made as is appropriate. It may be necessary to change the expectations for a specific graded assignment or to shift the focus of a such a task or to reduce the total number of graded assignments. Your instructor’s policy is NOT to add to the total number of graded assignments once the course syllabus is available to you.

The levels for overall grades is as follows:

A=94% and above
B=80%-93.99%
C=65%-79.99%
D=50%-64.99%
F=below 50%

Review of UND Incomplete Grade Policy
It is expected that students will complete all requirements for a course during the time frame of the course. For reasons beyond a student's control, and upon request by the student or
on behalf of the student, an incomplete grade may be assigned by the instructor when there is reasonable certainty the student will successfully complete the course without retaking it. The mark “I,” Incomplete, shall be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. Incompletes are entered on the final grade sheet. Incomplete grades convert to grades of “F” if a grade change is not submitted by the instructor within two calendar months after the month in which the course ends after the next semester of the regular academic year (fall or spring semester) or by an earlier date specified on the incomplete form by the instructor. An incomplete may be extended for up to twelve calendar months by submitting a petition to the Office of the Registrar with the approval of the instructor of the course and the dean of the college offering the course for undergraduates and the Dean of the Graduate School for graduate students. An incomplete grade must be changed by twelve calendar months from the ending date of the class. An “I” may be converted as indicated above but cannot be expunged from the record. Students may not register in courses in which they currently hold grades of incomplete, except for courses that allow repeated enrollment. A student will not be allowed to graduate with an unconverted incomplete grade on the academic record. This policy was adopted Fall Semester 2003. Previous semester incomplete grades fall under an earlier policy. Contact the Office of the Registrar for questions concerning administration of previous incomplete grades.

REMEMBER: IT DEFINITELY IS BEST ALWAYS TO ASK QUESTIONS RELATIVE TO YOUR CONCERNS ABOUT THIS SYLLABUS BECAUSE YOUR GPA COULD SUFFER OTHERWISE!

Space for Addendum or Student Notes