**El Camino College**
**COURSE OUTLINE OF RECORD – Approved**

I.  **GENERAL COURSE INFORMATION**
    **Subject and Number:**   Geography 7
    **Descriptive Title:**        Geography of California
    **Course Disciplines:**     Geography
    **Division:**        Natural Sciences

    **Catalog Description:**
    This course is a systematic study of California's unique and diverse physical environments and associated landforms, climates, and ecological communities. The course presents an overview of human settlement patterns, economic activities, and cultural aspects, with an emphasis on physical environment-human occupancy relationships.

    **Conditions of Enrollment:**
    **Recommended Preparation:**   English 1 or eligibility for English 1A or qualification by appropriate assessment

    **Course Length:**   X Full Term   Other (Specify number of weeks):
    **Hours Lecture:**  3.00 hours per week  TBA
    **Hours Laboratory:**  0 hours per week  TBA
    **Course Units:**  3.00

    **Grading Method:**  Letter
    **Credit Status:**  Associate Degree Credit

    **Transfer CSU:**  X  Effective Date: Prior to July 1992
    **Transfer UC:**  X  Effective Date: Prior to July 1992

    **General Education:**

    El Camino College:
            2C – Social and Behavioral Sciences – General

                        Term:                        Other:

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    CSU GE:
            D5 - Geography

                        Term: Fall 1988                Other:

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    IGETC:
            4E - Geography

                        Term: Fall 1991                Other:

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II.  **OUTCOMES AND OBJECTIVES**

**A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

1. Students can identify the salient features of the basic concepts of physical geography.  (This includes the ability to recall the definitions of the specialized vocabulary of physical geography.)"(Identify, Recall → knowledge: learning outcome related to knowledge)

2.  Students recognize and can accurately articulate how their environment affects humans' lives and how human activities affect their environment.(Recognize → valuing: learning outcome related to attitudes, behaviors, and values; articulate (explain) → comprehension: learning outcome related to knowledge)

3. As a part of the series of geography courses, we want students to understand how their environment affects their lives, and how their actions and their society's actions can affect the natural and cultural systems that sustain us all.SLO Statement:"Students recognize and can accurately articulate how their environment affects humans' lives and how human activities affect their environment.(Recognize → valuing: learning outcome related to attitudes, behaviors, and values; articulate (explain) → comprehension: learning outcome related to knowledge)

4.  Our geography courses cover a wide range of introductory topics.  At the end of our courses, students should be able to recognize, understand, and define the basic concepts of geography, and therefore are well-prepared to discuss environmental issues (e.g., climate change) and for advanced courses which ask them to apply this knowledge in specialized contexts. SLO Statement:"Students can identify the salient features of the basic concepts of geography.  (This includes the ability to recall the definitions of the specialized vocabulary of geography.)"(Identify, Recall → knowledge: learning outcome related to knowledge)

> The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at http://www.elcamino.edu/academics/slo/.

**B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Identify the location of major cities and natural features on an unlabeled map of California.
   - Quizzes
2. Compare and contrast the densely populated regions of California and explain the relationship between population distribution and natural environment.
   - Objective Exams
3. Explain the physical processes which influence California's climate patterns, and distinguish the climatic variations within the state.
   - Objective Exams
4. Describe the biomes of California and recognize them while in the field.
   - Multiple Choice
5. Compare and contrast California's major water features and evaluate the supplies to estimate potential problems in the future.
   - Essay exams
6. Describe the historical periods of California's development and compare and contrast each period's effects on the current geographical characteristics of California (ethnicity, economy, city locations).

- Written homework
7. Compare and contrast the geographical regions of California and analyze the relationships among the natural environment, urbanization, and economy
    - Written homework
8. Inventory the unique qualities of California's protected areas (national parks, state parks and reserves) and assess the problems faced by these areas.
    - Multiple Choice
9. Assess the contemporary challenges faced by the people and environments of California and propose plans for addressing these challenges.
    - Objective Exams

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

| Lecture or Lab | Approximate Hours | Topic Number | Major Topic |
|---|---|---|---|
| Lecture | 1 | I | Introduction to California<br>A. Geographic Situation<br>B. Political Divisions |
| Lecture | 1 | II | Population<br>A. Distribution and Migration<br>B. Ethnicity |
| Lecture | 2 | III | Geology<br>A. Soils<br>B. Landforms |
| Lecture | 3 | IV | Climate<br>A. Influencing Factors<br>B. Climate Types |
| Lecture | 2 | V | Natural Vegetation<br>A. Regional Characteristics<br>B. Adaptations |
| Lecture | 3 | VI | Water Supply<br>A. Lakes and Rivers<br>B. Redistribution of Water Resources |
| Lecture | 4 | VII | Historical Geography<br>A. Pre-European Era<br>B. Spanish and Mexican Periods<br>C. American Period |
| Lecture | 2 | VIII | VIII. Northeast California<br>A. Landscape Analysis and Settlements<br>B. Economic Activities |
| Lecture | 5 | IX | Sierra Nevada<br>A. Landscape Analysis<br>B. Economic Activities<br>C. Transportation Routes |

| | | | |
|---|---|---|---|
| Lecture | 3 | X | Trans-Sierra<br>    A. Landscape Analysis and Towns<br>    B. Economic Activities |
| Lecture | 2 | XI | Southern Cascades<br>    A. Landscape Analysis and Towns<br>    B. Economic Activities |
| Lecture | 4 | XII | Northwest California<br>    A. Landscape Analysis and Towns<br>    B. Economic Activities |
| Lecture | 3 | XIII | San Francisco Bay Area<br>    A. Landscape Analysis and Settlements<br>    B. Economic Activities |
| Lecture | 4 | XIV | Central Coast<br>    A. Landscape Analysis and Towns<br>    B. Economic Activities |
| Lecture | 3 | XV | Central Valley<br>    A. Landscape Analysis and Towns<br>    B. Agricultural Activity |
| Lecture | 3 | XVI | Mojave Desert<br>    A. Landscape Analysis and Towns<br>    B. Economic Activities |
| Lecture | 3 | XVII | Colorado Desert<br>    A. Landscape Analysis and Settlements<br>    B. Economic Activities |
| Lecture | 6 | XVIII | Southern California<br>    A. Landscape Analysis and Places<br>    B. Economic Activities |
| Total Lecture Hours | 54 | | |
| Total Laboratory Hours | 0 | | |
| Total Hours | 54 | | |

## IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

**A. PRIMARY METHOD OF EVALUATION:**
Substantial writing assignments

**B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**
In a one-page, typed, double-spaced essay analyze a current news article which discusses current news about migration, ethnicity or population growth in the state, and assess the political, economic, and/or environmental effect on California.

**C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**
1. Study 3 maps of California (agriculture, terrain, and population distribution), and in a 1-2 page essay evaluate the types of agricultural activities in the state based on natural environment and distance to population centers. Examine the patterns and judge the relative importance of each factor.

2.  Choose either the Santa Ana winds or the El Nino phenomenon and explain the physical processes in a 2-page essay that includes a discussion of the environmental and economic impacts on California, and propose a plan to ameliorate the effects of future Santa Ana conditions or El Nino events. Provide a diagram to support your explanation.

D.  **OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**
Essay exams
Objective Exams
Quizzes
Written homework
Term or other papers
Multiple Choice
Completion
Matching Items

V.  **INSTRUCTIONAL METHODS**
Guest Speakers
Lecture
Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

VI.  **WORK OUTSIDE OF CLASS**
Study
Required reading
Problem solving activities
Written work

**Estimated Independent Study Hours per Week:** 6

VII.  **TEXTS AND MATERIALS**
A.  **UP-TO-DATE REPRESENTATIVE TEXTBOOKS**
William A. Selby. Rediscovering the Golden State – California Geography. John Wiley & Sons, 2019.

B.  **ALTERNATIVE TEXTBOOKS**

C.  **REQUIRED SUPPLEMENTARY READINGS**

D.  **OTHER REQUIRED MATERIALS**
California (map), Automobile Club of Southern California

VIII.  **CONDITIONS OF ENROLLMENT**

A.  **Requisites (Course and Non-Course Prerequisites and Corequisites)**

| Requisites | Category and Justification |
|---|---|
|  |  |

B.  **Requisite Skills**

| Requisite Skills |
|---|
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## C.    Recommended Preparations (Course and Non-Course)

| Recommended Preparation | Category and Justification |
|---|---|
| English 1 | Category:  Course<br>Justification: This course involves reading college level textbooks, developing written projects, and answering  essay questions.  A student's success in this class will be enhanced if they have these skills. |
| Eligibility for English 1A or qualification by appropriate assessment | Category : Non-Course<br>Justification: This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills. |

## D.    Recommended Skills

| Recommended Skills |
|---|
| Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.<br><br>ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.<br><br>ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process. |

## E.    Enrollment Limitations

| Enrollment Limitations and Category | Enrollment Limitations Impact |
|---|---|

**Course created by Ron Hoffman on 04/01/1987.**

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 01/21/2020**

**Last Reviewed and/or Revised by:  Rebecca N Donegan on 09/15/2019**

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