



# SYLLABUS

**Norman J. Radow College of Humanities and Social Sciences**

Department of Geography & Anthropology

GEOG 4380-W01: Geography of North America

Summer 2024 (4-Week II): July 2 to July 30, 2024

## Course Information

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**Class meeting time:** Asynchronous Online

**Modality:** Asynchronous Online

**Location:** Online on D2L

## Instructor Information

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**Name/Title:** Dr. Paul N. McDaniel, Associate Professor of Geography

**Pronouns:** He/Him/His

**E-mail:** paul.mcdaniel@kennesaw.edu

**Faculty Web:** Visit [Dr. McDaniel's FacultyWeb](#) page

**Office Location:** Sturgis Library Building room 4217 (a [SafeSpace](#)) on Kennesaw Campus

**Drop-In Office Hours & Location:** Virtual via Microsoft Teams

**[Department of Geography & Anthropology](#) Main Office:**

Social Sciences Building (Kennesaw Campus) room 4042. Phone: 470-578-2373.

## Preferred Method of Communication

If you have questions about our course, please send your messages to Dr. McDaniel at [paul.mcdaniel@kennesaw.edu](mailto:paul.mcdaniel@kennesaw.edu). I will do my best to respond within 24 hours, Monday to Friday, during regular business hours (9:00 AM to 5:00 PM). For messages that arrive over the weekend (after 5:00 PM on Friday) or during holidays, I will respond the next business day. While I will also respond to messages sent through the D2L email message platform within the online course, it may take longer for me to respond than via regular KSU email. Email is a primary form of communication for businesses and other professional settings such as at a university. Knowing when and how to write effective emails is critical because email often provides the first impression of you and your communication skills (i.e., sending a professional email within a professional setting is not the same as sending a text message to a friend). As such, please refer to the KSU Writing Center's [Guide on Writing Professional Emails](#).

## Course Description & Purpose

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This course provides a geographical survey of North America emphasizing the significant diversity found in both the physical and human geography of the region. Past, current and changing locational arrangements of people and resources are examined as they relate to economic, political, urban and cultural geographic perspectives within the framework of the forces that have created the variety of landscapes of the North American continent. 3 credit hours.

## Course Objectives

After successful completion of this course, students will be able to:

1. Describe and identify the basic characteristics of North American regions.
2. Identify North American major physiographic and cultural features.
3. Analyze the characteristics, distribution, and cultural complexity of North American populations.

## Required Textbook/Supporting Materials

**Required Texts:** There are two required books for this course (weekly readings from these two books are referred to by the respective author's last name in the course weekly outline schedule in this syllabus):

- Hardwick, Susan W., Fred M. Shelley, and Donald G. Holtgrieve. 2013. *The Geography of North America: Environment, Culture, Economy*. 2nd edition. Boston, MA: Pearson. (Textbook available in the KSU bookstore or you may find a new/used copy for order online, and it is also available as a hardback book and as an e-book).
- Woodard, Colin. 2011. *American Nations: A History of the Eleven Rival Regional Cultures of North America*. New York: Penguin Books. (You may find a new paperback available for order online for around \$12; used versions are also widely available. This book is also available as an audio book from a variety of sources).

NOTE: This course is part of a KSU Bookstore textbook program called [Day One Access](#). Prior to classes starting, you should have received an e-mail from KSU University Stores with pricing and your personalized link to opt-out (please check your junk folder if not in your inbox). You will also receive a reminder on the first day of class and then another reminder email the day prior to the opt-out deadline. You will access the ebook through the D2L course site on the content tab in Module 0: Start Here. The purpose of Day One Access is to make sure that you have access to the digital course materials on the first day of class at a highly competitive rate. Your Owl Express account has already been charged for these materials, and you will have through drop/add to opt out and receive a refund. Should you opt out, the refund will be processed and you will no longer have access to the materials. Please check your email for the link to opt out if you choose to do so. Please note, should you opt out you will need to purchase your required materials directly from the publisher or other sources. If you need any help, please contact [DayOne@kennesaw.edu](mailto:DayOne@kennesaw.edu).

**Recommended Texts:** To add further context to textbook concepts, class discussions, and ongoing current events, a select set of supplemental readings may be made available at the discretion of the instructor. These readings may be drawn from newspapers, magazines, academic journals, book chapters, etc., and would be made available to students online via D2L. Please note that every attempt will be made to include the research and work done by researchers and scholars who have contributed to geographic thought who are often underrepresented in academia, including integrating research and readings by scholars of various races and ethnicities, genders, sexual orientations, abilities, and other aspects of intersectionality.

**Technology requirements:** You will need access to a computer with an internet connection to access the D2L course site. To view some course materials, you will also need Adobe Reader to view PDF files, MS PowerPoint to view the lecture slides, MS Word or another word processor to view some course documents and to complete the research paper. To function in this online course, you will also need to be able to use basic Internet functions, be familiar with using KSU's Desire2Learn (D2L) online learning management system, and regularly check your KSU email and D2L messages and announcements.

## Course Policies and Expectations

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### Attendance

**Class Participation.** For this class, you should be diligent about reading the required textbook as class activities (lectures, quizzes, exams, discussions, Google Earth region tours) are based on content directly from the textbook. Regular participation and meeting course graded activity deadlines are an essential component to succeeding in this class. Consider our class an assemblage of individuals that is unique and irreplaceable. Irregular participation not only hurts a student's course work, but it weakens the class as a whole. If you need to miss a graded activity deadline for a reasonable reason, please let me know via email along with a valid excuse (such as a doctor's note). If you have an unplanned missed deadline, please let me know about the reason via email as soon as possible after the missed due date occurs along with documentation for the reason for missing the due date. **Financial Aid Attendance Compliance:** You are responsible for determining your enrollment status in all classes to protect your financial aid monies. **NOT ATTENDING A CLASS FOR WHICH YOU ARE REGISTERED IS NOT THE SAME AS WITHDRAWING FROM THE COURSE.** You must complete an online withdrawal to be removed from a course. If you stop attending class but do not complete an online withdrawal BEFORE the last day to drop without academic penalty, you will receive a grade of WF, which counts as an F in calculating your grade point average and counts as a completed course for determining your financial aid award.

### Interaction and Engagement

This course provides regular and substantive interaction between the learners and the instructor by providing direct instruction via the instructor-created and recorded audio/video lectures, assessing and providing timely feedback on student coursework, providing information and responding to questions about the content, and facilitating discussions

regarding the content of the course. The faculty member will also be monitoring student academic engagement and success (via the various required course activities and the tools provided by D2L) and promptly and proactively engage in substantive interaction with a student when needed on the basis of such monitoring, or upon request by the student.

## AI Use Allowed, but Not Required

This policy statement and text is from the KSU Syllabus Template: In this class, you are welcome to use AI for any purpose. However, you should note that all AI generative tools still tend to make up incorrect facts and fake citations, code generation models tend to produce inaccurate outputs, and image/art generation tools can produce copied work or offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI tool. If you use an AI tool, its contribution must be credited in your submission. The use of an AI tool without acknowledgement is cheating and constitutes a violation of the KSU Code of Academic Integrity.

## Grading & Evaluation Policies

All graded activity due dates are clearly listed in multiple locations to help you stay organized and on schedule for successful completion of all course components. Due dates are clearly listed in the course grade activity chart below, in the module schedule further below in this syllabus, in D2L on each individual activity page, and in the online D2L course calendar. Typically, I will do my best to grade items and return feedback to you in the grade item submission area within D2L within one week of the due date for the item.

### Late Work Policy

Late work may be accepted at the discretion of the instructor through either making pre-arrangements for a late submission with a valid excuse or for an unplanned missed due date with a valid excuse. Simply submitting a graded activity late without communicating with the instructor as to the reason why it was submitted late is unprofessional. Saying you were confused about due dates or simply forgot about the course requirements is also unprofessional. It is crucial to highlight that in professional settings, meeting deadlines and understanding expectations are fundamental. These skills transcend specific courses or majors and are vital in any career path. I encourage you to reflect on the importance of carefully reviewing course materials and their requirements, seeking clarification when needed, and managing deadlines effectively. Developing these skills during your academic journey is invaluable as they directly translate into success in your career. Late work most likely will not be accepted more than one week after the stated due date for a particular item. However, "life happens" and so it may be necessary for you to submit something late due to an unforeseen circumstance. Such issues are taken into account, but please communicate with the professor. So that final course grades can be submitted to the university on schedule, no late work will be accepted after the last official day of class for the term as stated in the official university calendar unless there is a valid reason (such as pre-arranged accommodations or a valid documented excuse such as a doctor's note).

### Final Course Grading Scale

800 Total Possible Points. Final course grades will be assigned based upon the total points earned from the items described in detail below out of 800 total possible points, computed to a percentage according to the grade guideline below. To determine your percent grade, simply add up the total points you have earned in the course, then divide by the total possible points in the course (800 total possible points), then multiple by 100 to arrive at your percent grade out of 100 percent.

A = 90% to 100%      B = 80% to 89%      C = 70% to 79%      D = 60% to 69%      F = 0% to 59%

I will round up final course grades if they are  $>$  or  $= 0.5$  or above, for example, an 89.6 is an A, but 79.2 is a C.

### Midterm Exam (100 points)

Covers Chapters 1-11 from Hardwick textbook and Chapters 1-14 from Woodard American Nations book. Consists of 50 multiple choice questions worth 2 points each for a total of 100 points. D2L will grade the exams automatically so you will be able to see your grade immediately upon completing the exam.

- Due: July 14 by 11:59 PM

### Final Exam (100 points)

Non-cumulative, covers Chapters 12-19 from the Hardwick textbook and Chapters 15-28 from Woodard's American Nations book. Consists of 50 multiple choice questions worth 2 points each for a total of 100 points. D2L will grade the exams automatically so you will be able to see your grade immediately upon completing the exam.

- Due: July 30 by 11:59 PM

## Quizzes (100 points)

There will be ten multiple choice quizzes throughout the course, each with 5 questions worth 2 points each for a total of 10 points for each quiz and an overall total of 100 points for the total reading quizzes grade for the course. Quizzes are multiple choice, directly based on material from the required reading for this course and from course lectures, and completed on D2L. D2L will grade the quizzes automatically so you will be able to see your grade immediately upon completing the quiz.

- Quiz 1: July 7
- Quiz 2: July 7
- Quiz 3: July 7
- Quiz 4: July 14
- Quiz 5: July 14
- Quiz 6: July 21
- Quiz 7: July 21
- Quiz 8: July 21
- Quiz 9: July 28
- Quiz 10: July 28

## Discussions (200 Points)

There will be four online discussion forums throughout the course. Each is worth 50 points for a total of 200 points. You must respond in detail to the discussion topic prompt/question and respond to at least three other classmates' responses to create a dialogue around the topics that the entire class is participating in. The discussion assignment grading rubric below contains detailed information about what is required for the discussion activities. See schedule overview for discussion due dates and related course modules.

- Discussion 1: July 7
- Discussion 2: July 14
- Discussion 3: July 21
- Discussion 4: July 28

## Grading Rubric for Each Discussion Activity

Criteria	Exemplary	Midpoint	Unsatisfactory
<b>Content appropriately Responds to Discussion Instructions / Questions / Prompts</b>  10 points	Fully addresses all aspects of the discussion prompt. Delivers a clear and focused post that directly answers the question(s) / prompt(s) and demonstrates critical thinking. May introduce relevant outside information or personal experience(s) to enhance the discussion. Demonstrates a thorough understanding of the topic under discussion. Analysis is insightful and well-developed. Uses relevant geographical concepts and terminology accurately. Provides strong supporting evidence (data, examples) to back up claims.	Addresses most aspects of the discussion prompt, but may miss some minor details. Response may be somewhat focused, but might deviate slightly from the main question(s) / prompt(s). Demonstrates a basic understanding of the topic under discussion. Analysis is somewhat developed but may lack depth. May use some geographical concepts and terminology, but may not always be accurate. Provides some supporting evidence, but it may be weak or irrelevant.	Does not fully address the discussion prompt. May misunderstand key elements of the question(s) / prompt(s). Response is not focused and may stray significantly from the intended topic. Demonstrates a weak understanding of the topic under discussion. Analysis is lacking or underdeveloped. Does not use geographical concepts or terminology. Lacks supporting evidence.
<b>Length (Main Discussion Post)</b>  10 points	Meets or exceeds the minimum 300-word requirement. Content is well-distributed and provides a substantial contribution to the discussion.	Length is between 200 and 299 words.	Length is less than 200 words.
<b>Grammar and Spelling</b>	Writing is free of grammatical errors and typos. Sentences are varied and well-constructed.	Writing contains some grammatical errors and typos, but they do not hinder overall	Writing contains frequent grammatical errors and typos that significantly

Criteria	Exemplary	Midpoint	Unsatisfactory
10 points		understanding. Sentences may be repetitive or unclear at times.	hinder understanding. Sentences are poorly constructed and difficult to read.
<b>References / Citations</b> 10 points	When applicable, includes relevant reference citations using a consistent style guide (e.g., APA, MLA) to support claims made in the discussion post.	May or may not include citations. If included, there may be inconsistencies in style or some missing citations.	Does not include any citations, even when relevant information is clearly sourced from outside materials.
<b>Meaningful Responses to At Least Three Other Students' Discussion Posts</b> 10 points	Identifies and responds thoughtfully to at least three classmates' posts (minimum 50 words per response). Responses demonstrate active reading of others' posts, build upon others' ideas, and contribute meaningfully to the overall discussion. May ask insightful questions to stimulate further discussion.	Fewer than three responses to another students' discussion posts. Or, if there are at least three responses to classmates' posts, but responses are short or brief (less than 50 words) or generic or lack substance and depth; may not demonstrate a clear connection to the classmate's original post.	No responses to other students' discussion posts.
<b>Total</b>	50 points	15 points	0 points

## Google Earth Project Overview and Grade Components

Throughout this course, you will design and produce an interactive geovisual narrative project using the platform Google Earth. This is the major project for this course. The final product will be an argument driven creative interactive digital narrative tour of a particular topic as it occurs in a particular place(s) or region(s) of North America. Your project should explore the significance of geographic space, place, and geography to your selected topic. A geographic spatial approach helps us to think about relationships between places related to a given topic, such as the different sub-regions we explore in Geography of North America. You should also be creative in your approach to creating your Google Earth Project.

Working with a digital platform and building your own maps and accompanying descriptive text narrative may seem time consuming at first, but is also extremely rewarding and an exciting alternative to a typical "research/term paper". This assignment may be intimidating at first if you have little experience with digital mapping, Google Earth, or other similar digital platforms. However, through the examples provided throughout the course for each sub-region, the project is approachable for everyone no matter your experience level with Google Earth and digital mapping. By completing this project, you will gain skills in creating a project within Google Earth. These skills will be useful beyond this course, particularly for those of you who may be going into teaching (presenting examples of topics using Google Earth is very helpful in the classroom).

You must first select a specific topic for your Google Earth Project. Regional geography is very broad and encompasses many subjects spanning the various subfields of geography (physical/environmental geography, human, historical, population, cultural, economic, political, urban geography, etc.). Whatever topic you choose to focus on, it is important that your given topic relates to the broader course focus on North America or one of its sub-regions and that it has a clear spatial component and is driven by a central question. You should think about the significance of where events happen, where people are from, how geography affects people, etc. Think about how you might incorporate one or more of the five themes of geography (location, place, human-environment interaction, movement, and region) into your analysis of the topic. Full instructions, details, list of topic ideas, links to example Google Earth Project, and links to references and help documents for the project are all posted in the Google Earth Project module folder on D2L. Examples of Google Earth Projects are also found in each sub-region module related to each chapter in the textbook.

One item of note, when you actually start to create your Google Earth Project in Google Earth, please select the option to create a project that is saved to Google Drive, NOT the option that creates a KML file (DO NOT create the KML version, simply create the Google Drive version). With the option to save it to google drive, you can then change the sharing settings of your project to simply share the weblink to your project with me and other students as part of the various

project deliverables. Final project shareable web links will also be submitted to a discussion forum so that everyone in the class can view and interact with each final project. You will submit the shareable web link to your Google Earth Project to the appropriate assignment dropbox in D2L and to a discussion forum in the Google Earth Project module in D2L. Along with the web link, you must also post a brief summary title and overview about your project in the discussion forum. In addition to the above, within the final Google Earth Project discussion forum, you must also respond to at least three other students' final project discussion posts after viewing their projects. Please submit the web link to the final version of your Google Earth Project to the Final Google Earth Project assignment dropbox AND to the Final Google Earth Project Discussion forum.

The overall Google Earth Project is completed via three different graded activities:

### 1. Final Google Earth Project (100 points)

Please submit the web link to the final version of your Google Earth Project to a discussion forum in the Google Earth Project module in D2L (please make sure you have updated the sharing settings in your google earth project to “anyone with a link can view” so that the instructor and others in the class will be able to view your project, which is also important for the Final Google Earth Project Discussion activity).

- Due: July 21

### 2. Final Google Earth Project Presentation (50 points)

The project presentation must be in the form of a voice over audio/video screen capture recording. The presentation of your project can consist of simply guiding viewers through your Final Google Earth Project or a digital presentation file (such as PPT or Prezi using screen shots from your Google Earth Project) summarizing your Google Earth Project. However, the presentation must include a recorded presentation of your project presented to the class that in addition to posting to the presentation assignment dropbox in D2L, you also post the presentation recording to the Final Google Earth Project Discussion form (see the next item below). An asynchronous recorded presentation of your final project presentation is the online course equivalent of presenting your final project in class in a face-to-face course. KSU provides the Mediaspace Kaltura platform to record screen capture audio/video recordings that are saved online and also automatically incorporate accessibility features such as automatically captioning the video and creating a transcript for accessibility purposes. Please see the [“Kaltura Capture – Desktop Recorder for Kaltura MediaSpace – Guide for Students”](#). This is the same platform Dr. McDaniel uses for the lecture recordings in this and other online courses.

- Due: July 21

### 3. Final Google Earth Project Discussion (50 points)

In addition to the Final Google Earth Project submission, within the final Google Earth Project discussion forum you must post the shareable link to your Google Earth Project (so that others may view and interact with your Google Earth Project) and also post the link to your final project presentation (so that others may view your project presentation recording). You must also respond to at least three other students' final project discussion posts after viewing their Google Earth Projects and project presentations.

- Due: July 28

## Grading Rubric for Final Google Earth Project

	Exemplary	Midpoint	Unsatisfactory
<b>Geography Content Explains “The Why of Where”</b>	50 points Project has a strong spatial focus.	25 points Project has somewhat of a geographic focus, could be stronger.	0 points Project lacks spatial content.

	Exemplary	Midpoint	Unsatisfactory
<b>Diversity of View Types (2D, 3D, Street View)</b>	15 points Project has a mixture of different types of views for different stops throughout the tour (2D views, 3D views, street views).	7.5 points Project mostly just has one type of view for each stop along the tour with an occasional different type of view.	0 points Project consists entirely of just one type of view for each stop along the tour.
<b>Length of Project</b>	15 points Project has 10 or more different “stops” along the google earth project tour of your topic.	7.5 points Project has 3-4 stops along the tour.	0 points Project has 0-2 stops along the tour.
<b>Section Breaks (Full Screen Slides)</b>	5 points 3-5 Section Break Full Screen Slides, including an Introduction slide and a Conclusion slide.	2.5 points 1 – 2 section breaks, or no introduction or no conclusion slide.	0 points No section break full screen slides
<b>Proof-reading</b>	5 points 0-9 spelling and/or grammar mistakes.	2.5 points 10-19 spelling and/or grammar mistakes	0 points 20+ spelling and/or grammar mistakes.
<b>Reference List</b>	10 points 5+ sources, alphabetized, follows consistent citation format. For help on reference citation formatting, see the guides from the KSU Writing Center: <a href="https://writingcenter.kennesaw.edu/">https://writingcenter.kennesaw.edu/</a>	5 points 1-4 sources, needs formatting attention, bibliography not alphabetized, poorly formatted	0 points No references
<b>Total</b>	100 points	50 points	0 points

## Participation (100 points)

Active and timely participation in class discussions and all other components of the course is important. Consider our class as an assemblage of individuals that is unique and irreplaceable. Irregular participation not only hurts a student's course work, but it weakens the class as a whole. Students are expected to participate in all class activities and discussions, complete all components, and complete assigned readings by the beginning of the week in which the reading is assigned (refer to schedule presented in this syllabus) in order to actively participate in the class each week. As a reminder, D2L keeps a log of the date and time of everyone's interaction with each course component. As such, it is easy for the instructor to monitor student participation and online course engagement throughout the semester. The participation grade is based on regular and consistent active participation throughout the semester and will be assigned on the last official day of class for the semester. If you regularly participate in the class and turn things in on schedule, then you will receive the full participation grade points at the conclusion of the course. If due dates are missed, please refer to the Late Work Policy earlier in this syllabus.

## Communication Rules/Online Course Etiquette

In any classroom setting there are communication rules in place that encourage students to respect others and their opinions. In an online environment the do's and don'ts of online communication are referred to as **Netiquette**. This [netiquette resource](#) may prove useful to students.

## How to Succeed in this Class

To succeed in this class, you will need to log on daily, and refer to the detailed schedule in this syllabus which lists the course modules week-by-week and the due dates for discussions, reading quizzes, Google Earth Project components, and exams. The D2L course calendar also specifies due dates for all course items. An online class can be both

challenging and exciting. You need to have and make the time to complete all the activities, participate in discussions, and be proactive and open-minded to learning. You also need to be self-motivated and self-disciplined to succeed.

## What is Plagiarism?

Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own. If you are unaware or uncertain about how to properly cite a particular source, check out the RCHSS ODE's Plagiarism Resources (for [MLA](#) and [APA](#)) for more information.

## Institutional Policies

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### Federal, BOR, & KSU Course Syllabus Policies

There are numerous federal, University System of Georgia (USG) Board of Regents (BOR), and KSU course syllabus policies that outline students' rights and responsibilities. Students are responsible for visiting the KSU website that lists these and for being familiar with all of the policies listed. For detailed information, visit the [Course Syllabus Policies](#) page.

### Americans with Disabilities Act (ADA) Compliance Policy

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 as amended. Students who require accommodation in facilities, services, programs or activities should contact the Assistant Director for Disabled Student Services to arrange an individual assistance plan. Accommodations may include classroom accessibility, modified computer equipment, disability-accessible parking, assistance with note-taking sign language interpreting or captioning services, class materials in alternate format, library and laboratory assistance, and other accommodations. Determination of appropriate accommodations to be provided will be based upon documentation of the disability. Members of the public who require specific accommodations in facilities, services, programs or activities should contact the office sponsoring the service, program or activity at least five days in advance to arrange individual accommodations. Should a student require assistance or have further questions about the ADA, please contact either the ADA Compliance Officer for Students at 770-423-6443; the ADA Compliance Officer for Facilities at 470-578-6224; or the Director of Human Resources, ADA Compliance Officer for staff and faculty at 470-578-2666. For more information, visit KSU's [Institutional Policies](#) page.

### KSU Non-Discrimination Statement

Kennesaw State University (KSU) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, Board of Regents policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, gender expression, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the KSU Community on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for members of the KSU community. For more information, visit KSU's [Office of Institutional Equity](#) page.

### Codes of Conduct

All students are responsible for knowing the information, policies and procedures outlined in the Kennesaw State University Codes of Conduct. The KSU Codes of Conduct include: the general Student Code of Conduct, the Residential Code of Conduct, and the Code of Academic Integrity. Kennesaw State University reserves the right to make changes to this code as necessary and once those changes are posted online, they are in effect. Students are encouraged to check online for the updated versions of all policies. For more information, visit KSU's [Department of Student Conduct and Academic Integrity](#) page.

### KSU Student Resources

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A wealth of resources is available on campus for students. Visit the [KSU Student Resources](#) page and [KSU Required Syllabus Information](#) page for detailed information about: Coronavirus (COVID-19); Technology Assistance; Student Support and Wellness; Academic Resources (including Grade Appeals). You can also access information regarding [Financial Aid](#), [the Registrar](#), and [the Bursar](#) by visiting their websites. KSU's [Online Learning Support](#) division is also available if you need assistance with online courses.



## KSU Writing Center

You are strongly encouraged to take advantage of the KSU Writing Center, a free resource to help you improve any kind of writing in any subject. Friendly, experienced peer writing assistants work with you one-on-one to develop strategies for topic development, revision, editing, source documentation, and much more. Appointments are available online in real time as well as on both campuses (K-English 242 and M-Johnson 237) and can be scheduled one hour to two weeks in advance. The Writing Center also offers specialized support for graduate students and includes the English Language Program (formerly the ESL Center), which provides a variety of tutoring, advising, and mentoring services for students whose primary language is not English. For more information, visit the [KSU Writing Center](#) page to reserve your appointment and to learn more about Writing Center services and online resources.

## Course Schedule

Below is an outline of the content and activities in each module of the course. Dates below indicate the date the module begins. Due dates are listed within this schedule below, in the Grading and Evaluation Policies section earlier in this syllabus, and are also clearly listed in the online D2L course calendar and on each graded activity item within D2L. All due dates for activities are in Eastern Time and are due by 11:59 PM on D2L on the specified due date.

Week	Modules	Readings/Content/Activities/Items Due	Due Date
<b>Week 1: July 2-7</b>	0: Start Here	Getting started, course introduction	July 7:
	1: Introduction	Read <a href="#">Geography.com</a> website for general quick refresher overview of the discipline of geography.	Discussion 1
	2. North America's Environmental Setting	Hardwick Ch. 1: North America Introduction	Quiz 1
		Hardwick Ch. 2: North America's Environmental Setting	Quiz 2
	3. Historical Settlement of North America	Hardwick Ch. 3: Historical Settlement of North America	Quiz 3
	4. North American Political Economy	Hardwick Ch. 4: North American Political Economy	
	20. Google Earth Project	Woodard Part One: Origins 1590 to 1769, Chapters 1-9  Read through the instructions and overview in Module 20 Google Earth Project to familiarize yourself with the Google Earth Project and begin to plan out and work on your project.  <b>Due July 7:</b> Discussion 1 (Introduce Yourself) Quiz 1 Quiz 2 Quiz 3	
<b>Week 2: July 8-14</b>	5. Atlantic Periphery	Hardwick Ch. 5: The Atlantic Periphery	July 14:
	6. Quebec	Hardwick Ch. 6: Quebec	Quiz 4
	7. Megalopolis	Hardwick Ch. 7: Megalopolis	Discussion 2
	8. Great Lakes and Corn Belt	Hardwick Ch. 8: The Great Lakes and Corn Belt	Quiz 5
	9. Inland South	Hardwick Ch. 9: The Inland South	Midterm Exam
	10. Coastal South	Hardwick Ch. 10: The Coastal South	
		Hardwick Ch. 11: The Great Plains  Woodard Part Two: Unlikely Allies 1770 to 1815, Chapters 10-14	

Week	Modules	Readings/Content/Activities/Items Due	Due Date
	11. Great Plains 11.1. Midterm Exam	Work on Google Earth Project  <b>Due July 14:</b> Quiz 4 Discussion 2 Quiz 5 Midterm Exam (Hardwick Chapters 1-11; Woodard Chapters 1-14)	
<b>Week 3: July 15-21</b>	12. Rocky Mountain Region  13. Intermontane West  14. MexAmerica  15. California  20. Google Earth Project	Hardwick Ch. 12: The Rocky Mountain Region  Hardwick Ch. 13: The Intermontane West  Hardwick Ch. 14: MexAmerica  Hardwick Ch. 15: California  Woodard Part Three: Wars for the West 1816 to 1877, Chapters 15-21  Work on Google Earth Project  July 16: <a href="#">Last Day to Withdraw Without Academic Penalty</a>  <b>Due July 21:</b> Quiz 6 Quiz 7 Discussion 3 Quiz 8 Google Earth Project and Presentation	July 21:  Quiz 6  Quiz 7  Discussion 3  Quiz 8  Google Earth Project and Presentation
<b>Week 4: July 22-28</b>	16. Pacific Northwest  17. Hawai'i and the Pacific Islands  18. Far North  19. Future of North America  20. Google Earth Project	Hardwick Ch. 16: The Pacific Northwest  Hardwick Ch. 17: Hawai'i and the Pacific Islands  Hardwick Ch. 18: The Far North  Hardwick Ch. 19: The Future of North America  Woodard Part Four: Culture Wars 1878 to 2010, Chapters 22-28  <b>Due July 28:</b> Quiz 9 Quiz 10 Discussion 4 Google Earth Project Discussion  <b>July 29: Last day of classes for Summer 4-Week III!</b>	July 28:  Quiz 9  Quiz 10  Discussion 4  Google Earth Project Discussion
<b>Week 5: July 29-30</b>	21. Final Exam	<b>Due July 30:</b> Final Exam (Hardwick Chapters 12-19; Woodard Chapters 15-28) due by 11:59 PM on D2L  Dr. McDaniel will be calculating and submitting final course grades on July 31.	July 30: Final Exam