Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: GEOG120 **Year: 2025-2026**

Course Title: World Regional Geography **Credit Hours: 3**

I. Course Description: This course analyzes human settlement and modification of the Earth's major regions. It uses a social science perspective to review key economic, historical, and cultural aspects in a comparative context. GEOG120 fulfills the SUNY General Education requirement in Social Sciences.

II. Additional Course Information:

III. Student Learning Outcomes

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

1.	Understand the physical diversity of the world's regions and climates and how they have shaped human settlement patterns.
2.	Understand the basic aspects of the impact human action has had on altering the environment.
3.	Understand from a social science perspective the complex nature of human interactions within and between different world regions.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs

Complete this section for "service" courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:
☒ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

SLO #3 Understand from a social science perspective the complex nature of human interactions within and between different world regions.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program:

SUNY General Education Competencies

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

a. clearly articulate an issue or problem;
b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

Course SLO(s):

☐ INFORMATION LITERACY - Students will:

a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

Course SLO(s):

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): Social Sciences
For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

SUNY SLO: describe major concepts and theories of at least one discipline in the social sciences; and
Course SLO1: Understand the physical diversity of the world's regions and climates and how they have shaped human settlement patterns.
SUNY SLO: demonstrate an understanding of the methods social scientists use to explore social phenomena.
Course SLO3: Understand from a social science perspective the complex nature of human interactions within and between different world regions.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1.	Concepts and terminology of geography, long term processes of globalization/integration, cartography basics
2.	Survey the world's major physical and cultural regions, basic demography and resource allocation
3.	Prospects for sustainability, emerging impacts of immigration, migration, global warming and shifting land use patterns.

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Quizzes on reading and lecture materials	5-35%
2. Essay/Long Answer written examinations	10-50%
3. Classroom individual or group presentations	5-40%
4. Attendance, participation, discussion	5-25%

VII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

	OER
1.World Regions in Global Context: Peoples, Places and Environments, 6th edition, S.A. Marston, et al, editor, Prentice Hall, 2016	☐
2. Contemporary World Regional Geography, 4th edition, M. Bradshaw, et al, McGraw Hill, 2011.	☐
3. Essentials of World Regional Geography, 3rd edition, G. White, et al, McGraw Hill, 2013.	☐
The World Today: Concepts and Regions in Geography, 8th edition, H. J. de Blij, et al, 2020.	☐

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Introduction to the World's Oceans, 9th edition, Duxbury et al, McGraw Hill 2002.
2. Essentials of Geology, 7th edition, S. Marshak, W. W. Norton and Company, 2022.
3.Geography: Realms, Regions and Concepts, 18th edition, H. J. de Blij et al, Wiley and Company, 2019.
World Regional Geography: Global Patterns, Local Lives, 7th edition, L. H. Pulsipher et al, W. H. Freeman Company, 2017.
World Regional Geography, 11th edition, David I. Clawson, et al, Prentice Hall, 2013.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: Instructors are encouraged to consult ancillary media available in varying formats by purchase, loan, or streaming. Instructors should consult with BCL staff in advance to obtain materials.
Electronic: The dynamic and broad scope of a course on world regional geography means the instructor is best served by review of evolving issues in both popular media as well as academic circles. Instructors should consult with BCL staff in advance to obtain materials.

Other:

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.