

Eastern Illinois University
NEW COURSE PROPOSAL

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** GEG 5000
2. **Title (may not exceed 30 characters, including spaces):** Geography of Illinois
3. **Long title, if any (may not exceed 100 characters, including spaces):** Geography of Illinois
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☒ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☐ Summer **Year:** 2012
7. **Course description:** A regional and topical analysis of Illinois' geography. The course will focus on physical processes and landforms, historic settlement, the rural/urban divide, and current political economy, and human-environment interactions such as resource consumption, urbanization, agriculture, and the environment.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
 - GEG 3000 (undergraduate-level equivalent of GEG 5000)
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☒ Yes ☐ No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
 - None
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☐ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
 - e. **Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
 - Must be graduate student standing

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

- None

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] -None

10. Grading methods (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☒ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- A. Analyze the physical and cultural geography of Illinois.
- B. Evaluate the regional dynamics of land use, land cover, population, and the political economy of Illinois.
- C. Interpret the patterns and connections between places, people, and landscapes of Illinois.
- D. Develop a research presentation (and paper if graduate student) dealing with a specific region and issue in Illinois.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge: A, B, C
- Effective critical thinking and problem solving: A, B, C
- Effective oral and written communication: D
- Advanced scholarship through research or creative activity: A, B, C, D

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Exams	Quizzes	Discussions	Presentations	Research Paper
A	X	X	X	X	X
B	X	X	X	X	X
C	X	X	X	X	X
D				X	X

3. Explain how the instructor will determine students' grades for the course:

On Site Course

- Exams (40%)
- Quizzes (20%)
- Presentation (20%)
- Research Paper (20%)

Online Course

- Exams (40%)
- Quizzes (20%)
- Discussions (20%)
- Research Paper (20%)

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** The technology will be used to support student achievement by allowing them to interact with one another and the instructor at times which are convenient for them. The technology will be used to assess student achievement by being the vehicle through which all student work is conducted. Specific components of the learning management system (LMS) to be utilized include timed quizzes and exams, discussions (for threaded discussions over specific questions), and Email (for answering additional questions students may have). Please note, these labels ("discussions," etc.) may change with another LMS, but the functions will remain the same.
- b. **Describe how the integrity of student work will be assured:** The course syllabus includes a statement about academic dishonesty. The tests and quizzes are time-restricted, can only be taken once, and must be taken within a limited time frame. Discussions and major course projects require the addition of personal reflection, which discourages plagiarism. Student work can only be submitted through the provided LMS or plagiarism software such as Turnitin.com
- c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Instructor-student and student-student interaction will be promoted through Email, web-based discussions, and personal feedback on individual exams and discussions.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
 - a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students.
6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

COURSE OUTLINE *(uses the outline of Pattison's Four Traditions)*

Week 1: Introduction/ Historical Geography of Illinois

Part 1: The Regional Tradition

Week 2. The Regional Concept

Week 3. The Regional Concept applied to Illinois

Part 2: The Earth Science Tradition

Week 4: Physical Geography / Landforms

Week 5: Glaciation & Resulting Landscape

Week 6: Weather & Climate of Illinois

Week 7: Natural Resources of Illinois

Part 3: The Culture-Environment Tradition

Week 8: Cultural Geography of Illinois

Week 9: Population Geography of Illinois

Week 10: Spatial Interaction

Week 11: Land Use / Land Cover Change

Part 4: The Location Tradition

Week 12: Economic Geography

Week 13: Agricultural Geography

Week 14: Illinois In an Urban & Growing World

Week 15: Human Impacts on Illinois' Environment

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

GEG 5000 is the graduate-level version of GEG 3000 (Geography of Illinois), which is a course that has not been offered in the Geography major in nearly ten years. The course was developed prior to 1973 (when EIU was on the quarter-system), though exact dates are not known. From 1973 to 1983 the course was known as “Geography of Illinois and the American Midwest.” From the 1980s through early 2000s, Les Stoner taught the course, and according to the EIU Registrar’s office, it had 39 students enrolled the last time it was taught. In Spring 2011, Dr. Chris Laingen was awarded a COS IDEAS grant to resurrect this course for online instruction in Summer 2012, and it could potentially be taught as a regular face-to-face lecture course if demand is sufficient.

Within the state of Illinois, the only major university to offer a similar course is Illinois State University. Dr. Michael Sublett has taught the course since 1971, enrolling 35-40 students each semester it is taught. In geography programs around the country, regional, state-centered courses such as this are common and highly successful.

a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

b. If the course or some sections of the course may be technology delivered, explain why.

The purpose and rationale for redeveloping this course is to offer it initially as an online summer course for students from across the state of Illinois, including offering it to those already teaching at the elementary, middle, or high school levels for Continuing Professional Development Units (CPDUs). Within our own university and geography program, students could enroll in the course to satisfy upper-level elective requirements, and historically the course has been popular with non-traditional students seeking high-interest electives and also for those seeking Bachelor of General Studies degrees.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

Offering this course at the 5000-level will allow those seeking graduate credit (such as teachers who are seeking CPDUs) to receive such credit. This course has no pre-/co-requisites or restrictions.

3. If the course is similar to an existing course or courses, justify its development and offering.

This course is similar to GEG 3000 (GEG 5000 the graduate-level enrollment option for GEG 3000). Below is how this course differs from GEG 3000:

Course content for GEG 3000 and GEG 5000 will be identical. It is common within geography programs to offer cross-listed undergraduate/graduate courses where students sit (literally or figuratively) side-by-side, and are exposed to the same lectures and readings. What is substantially different is what is expected of the students and how they are assessed – primarily with regard to exams and an additional research project.

On exams that are administered during the course, graduate students will be expected to answer additional essay-based questions that the undergraduates in the course will not. It is expected that the graduate students will show a deeper knowledge of the content and also the ability to be able to critically assess a particular topic, showing the instructor that not only do they understand the issue at hand, they are also able to construct valid arguments/opinions/reflections about the topic(s).

Graduate students will also be completing a semester-long, in-depth research project on a topic agreed upon between the student and the instructor no later than 1/4th of the way through the course.

This research paper will be modeled after journal articles from *The Illinois Geographer* in terms of their scope, format, and writing style.

Graduate students enrolled in this course will be synthesizing information they acquire through class readings and discussions along with additional information and data they find independently to help them create a robust manuscript that focuses on a certain aspect of Illinois' geography that is unique to Illinois and the surrounding region.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

Revising this existing course will have no impact on the GEG program other than increasing enrollment. The course will be offered through the Office of Continuing Education. Because it will initially only be taught online during the summer, the course will not affect any spring or fall semester course rotations.

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
N/A
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**
N/A (GEG does not have a graduate program)

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Dr. Chris Laingen or any other qualified member of the Geography Program faculty.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses. Dr. Chris Laingen is currently a member of the graduate faculty.

2. **Additional costs to students:** None

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):** This course will not utilize a hardcopy text as there is no appropriate textbook focusing on the geography of Illinois. Other than having

the students obtain an Illinois atlas (of their choosing) and using the Internet to access the online edition of “Illinois: A Geographical Survey” from the Illinois Geographical Society’s webpage, supplemental material/readings (see list below) will be utilized and made available to students via Booth Library’s eReserves, or will be made available through the course’s Learning Management System.

Week 1: Introduction to Geography / Historical Geography of Illinois

- What is Where, Why There, and Why Care? *Journal of Geography*. C.F. Gritzner (2002).
- Skills in Professional Geography. *The Professional Geographer*. Solem et al. (2008).
- The Big Questions in Geography. *The Professional Geographer*. Cutter et al. (2002).
- Chapter 1: An Introduction to the Prairie State. *Illinois: A Geographical Survey*. R.E. Nelson (1996)

Part 1: The Regional Tradition

Week 2. The Regional Concept

- Why Geography? *Journal of Geography*, C.F. Gritzner (2003)
- Learning to See a Landscape. *Journal of Geography*, S.S Birdsall (2003)

Week 3. The Regional Concept applied to Illinois

- Understanding the Science and Art of Ecoregionalization. *The Professional Geographer*. T.A. Olstad (2012).

Part 2: The Earth Science Tradition

Week 4: Physical Geography / Landforms

- Chapter 2: The Physical Environment – Landforms. *Illinois: A Geographical Survey*. R.E. Nelson (1996)

Week 5: Glaciation & Resulting Landscape

- The Northern Wet Prairie of the U.S. *Annals of the AAG*. L. Hewes (1951)

Week 6: Weather & Climate of Illinois

- Chapter 3: The Physical Environment – Climate, Vegetation, and Soils. *Illinois: A Geographical Survey*. R.E. Nelson (1996)

Week 7: Natural Resources of Illinois

Part 3: The Culture-Environment Tradition

Week 8: Cultural Geography of Illinois

- County Names in Illinois
- Chapter 4: Historical Geography. *Illinois: A Geographical Survey*. R.E. Nelson (1996)

Week 9: Population Geography of Illinois

- Chapter 5: Population and Social Geography. *Illinois: A Geographical Survey*. R.E. Nelson (1996)
- The Changing Geography of U.S. Hispanics From 1990-2006. *Journal of Geography*. T.W. Haverluk (2008)

Week 10: Spatial Interaction

- Land-Use Dynamics Beyond the Urban Fringe. *Geographical Review* (2001).

Week 11: Land Use / Land Cover Change

- USGS Land Change Report: <http://landcover.trends.usgs.gov/mw/eco72Report.html> (2011)
- Rural Land-Use Trends in the Conterminous U.S. *Ecological Applications* (2005).

Part 4: The Location Tradition

Week 12: Economic Geography

Week 13: Agricultural Geography

- Chapter 6: Farms and Farming – Life in the Countryside. *Illinois: A Geographical Survey*. R.E. Nelson (1996)
- Chapter 2, *The Changing Scale of American Agriculture*, J.F. Hart (2003)
- Transforming U.S. Agriculture. *Science*. Reganold et al. (2011)

Week 14: Illinois In an Urban & Growing World

- Beyond Food vs. Fuel. *Nature*. D. Graham-Rowe (2011)
- Chapter 7: The Metro East Area. *Illinois: A Geographical Survey*. R.E. Nelson (1996)
- Chapter 8: The Chicago Metropolitan Area. *Illinois: A Geographical Survey*. R.E. Nelson (1996)

Week 15: Human Impacts on Illinois’ Environment

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: December 7, 2011

Date approved by the college curriculum committee: January 13, 2012

Date approved by CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career
Services

<http://www.eiu.edu/~careers/>

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Disability
Services

<http://www.eiu.edu/~disabltv/>

581-6583