

SLO Presentation

GEOG

Date: 09-15-2022

ISLO

Civic Engagement

- Students will develop values and beliefs in their role as a member of local, national and global societies to promote truth, fairness and goodwill to others. They will use the democratic process to further their values and beliefs and recognize and accept differing perspectives based on cultural diversity. They will engage in actions which provide service to others and have a positive impact on their local community.

Communication and Expression

- Students will demonstrate the ability to effectively and appropriately communicate their thoughts and ideas both in written and oral forms. They will develop verbal and non-verbal delivery skills, in an appropriate manner, to communicate their ideas as well as evaluate the ideas of others in a wide variety of contexts.

Critical Thinking and Quantitative Reasoning

- Students will demonstrate the ability to recognize assumptions within an argument and actively and skillfully analyze underlying reasoning to develop a conclusion. They will apply qualitative and/or quantitative analysis to solve problems, predict outcomes, test hypotheses, and explore alternatives in an ethical manner.

Information Literacy

- Students will demonstrate the ability to determine when gathering additional information is necessary. They will use appropriate resources and technologies to locate, evaluate and incorporate the information when developing supporting arguments and drawing conclusions. Students will also develop the ability to understand any legal, ethical or social issues regarding the use of information.

Personal Knowledge and Responsibility

- Students will develop the necessary skills to define, maintain and complete their personal educational goals. They will learn to work independently to accomplish personal goals toward realizing their full potential academically, physically and emotionally whether for personal enrichment, further education or career advancement.

Science, Engineering, and Math
GEOG
Geography--ADT <ul style="list-style-type: none">• Students describe the earth's major wind and pressure systems.• Students differentiate and define the earth's major biomes.• Students explain the role of constructive and destructive geologic forces in shaping the earth's geography.• Students identify the factors that control the earth's climates.• Students recognize the causes of violent weather phenomena.• Students summarize how the earth's atmosphere is heated.
CSLO
ETHN135 - Ethnic Studies, Space, and Social Justice <ul style="list-style-type: none">• Analyze and articulate core concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy• Describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age• Articulate how spatial segregation is related to inequalities in criminal justice, education, food, and healthy environments.• Critically analyze the factors and forces that lead to the construction of ethno-racial ghettos in the US• Describe the causes of socio-spatial inequality and access amongst different ethnic and racial groups.• Demonstrate understanding of the representational practices of different racial and ethnic groups in the places they occupy.• Analyze the effectiveness of environmental and social justice movements across national and local contexts• Demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom
GEOG101 - Physical Geography

- Classify the major landscape shaping processes and summarize how such processes operate over time to modify earth's physical landscapes.
- Label the seven major parallels and demonstrate the significance of each parallel in relation to the global pattern of insolation.
- Identify the principle component of the Earth-Sun relationship including Earth's movements, seasons, and solar energy balance.
- Interpret the driving forces of atmospheric winds and the global pattern of winds in the Earth's atmosphere.
- Illustrate the rock cycle and contrast the processes that create igneous, sedimentary and metamorphic rocks.
- Describe the processes responsible for plate tectonics and the surficial expressions created by such processes.

GEOG101L - Physical Geography Laboratory

- Students identify the seven major parallels and understand the significance of each parallel in relation to the global pattern of insolation.
- Students will know the major landscape shaping processes and how such processes operate over time to modify earth's physical landscapes.
- Students identify the principle component of the Earth-Sun relationship including Earth's movements, seasons, and solar energy balance.
- Students understand the driving forces of atmospheric winds and the global pattern of winds in the Earth's atmosphere.
- Students understand the rock cycle and explain the processes that create igneous, sedimentary and metamorphic rocks.
- Students describe and understand the processes responsible for plate tectonics and the surficial expressions created by such processes.

GEOG102 - Cultural Geography

- Identify the geographer's spatial perspective of the Earth by recognizing the contextual differences between the five basic spatial themes of Geography; 1) Location, 2) Place, 3) Movement, 4) Region, and 5) Human-Earth Relationships.
- Assess the global interconnectedness between people and places.
- Assess the dynamics of population change in developed and developing countries.
- Identify the significant factors that compel human migration
- Identify the four basic economic sectors and their relative spatial distribution across the planet
- Describe the processes that create racial, ethnic, and class segregation in urban areas

GEOG103 - Environmental Geography

- Students identify global environmental problems.
- Students explain the global importance of biodiversity.
- Students evaluate human causes of deforestation.
- Students assess the impacts and rates of climate change.

GEOG105 - World Regional Geography

- Recognize the global interconnectedness of people and places.
- Recognize the intricate interrelatedness between peoples and the environment.
- Demonstrate cartographic literacy of the world's major geographic realms.
- Assess the principles and dynamics of population change in developing and developed countries.
- Identify basic geopolitical concepts such as the state, nation, nation-state and the role of state sovereignty.
- Identify the function of and differences between major supranationalist organizations including the EU, UN, NAFTA, and NATO.

GEOG115 - Physical Geography with Laboratory

- Classify the major landscape shaping processes and summarize how such processes operate over time to modify earth's physical landscapes.
- Label the seven major parallels and demonstrate the significance of each parallel in relation to the global pattern of insolation.
- Identify the principle components of the Earth-Sun relationship including Earth's movements, seasons, and solar energy balance.
- Interpret the driving forces of atmospheric winds and the global pattern of winds in the Earth's atmosphere.
- Illustrate the rock cycle and contrast the processes that create igneous, sedimentary and metamorphic rocks.
- Describe the processes responsible for plate tectonics and the surficial expressions created by such processes.

GEOG135 - Ethnic Studies, Space, and Social Justice

- Analyze and articulate core concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy
- Describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age
- Articulate how spatial segregation is related to inequalities in criminal justice, education, food, and healthy environments.
- Critically analyze the factors and forces that lead to the construction of ethno-racial ghettos in the US
- Describe the causes of socio-spatial inequality and access amongst different ethnic and racial groups.
- Demonstrate understanding of the representational practices of different racial and ethnic groups in the places they occupy.
- Analyze the effectiveness of environmental and social justice movements across national and local contexts
- Demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom

GEOG140 - California Geography

- Students demonstrate a knowledge of the importance of water issues in California.
- Students recognize the interrelationships between physical and cultural processes and how these relate specifically to California.
- Students understand a geographer's spatial perspective and holistic approach to study.
- Students understand basic physical processes related to weather and climate, plate tectonics, geomorphology, biomes, and ecology.

GEOG160 - Field Studies in Geography

- Understand a geographer's spatial perspective and holistic approach to study
- Identify when a geographic tool such as a map or GPS can be used in field study
- Use qualitative and quantitative research methods to analyze field questions
- Recognize anthropogenic influences on physical processes

GEOG298 - Directed Studies

- Students apply scientific method to research project
- Students demonstrate ability to conduct independent research.
- Students demonstrate ability to compose a "college level" scientific research project.