COURSE OUTLINE : GEOG 106
D Credit – Degree Applicable
COURSE ID 004081
Cyclical Review: May 2018
Revision: September 2021

COURSE DISCIPLINE : GEOG

COURSE NUMBER : 106

COURSE TITLE (FULL) : Human Impact on the Environment

COURSE TITLE (SHORT) : Human Impact on the Environ

ACADEMIC SENATE DISCIPLINE: Geography

CATALOG DESCRIPTION

GEOG 106 is an analysis of humanity's impact on the natural environment over time. Natural earth systems and natural climatic change are studied in the contest of geologic time, followed by systematic analyses of human impact on the atmosphere, hydrosphere, lithosphere, and biosphere. Emphasis is placed on the human activities that cause environmental change, as well as potential solutions and pathways to sustainability.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	Yes
12	ESL	151	Reading and Composition V	summarize readings;	Yes
13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes

14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading and Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	Yes

EXIT STANDARDS

1 Describe and summarize the growth in human populations, human technologies, and resource consumption over time and explain regional and historical variation in each;
2 classify the primary anthropomorphic environmental changes occurring in the atmosphere, biosphere,hydrosphere and soil and their emergence through the ages;
3 distinguish the primary air, water, and soil pollutants and explain resulting environmental changes;
4 compare and contrast the major human impacts on the biosphere, including deforestation, reduced biodiversity, wildlife habitat destruction, wildlife trade, over-fishing, and whaling.

STUDENT LEARNING OUTCOMES

1 evaluate the causes, mechanisms, and implications of human-induced climate change on ecosystems and human systems;
2 collect and assess data pertaining to measures of demographics and sustainability;
3 explain the connections between human activities and environmental change and identify potential solutions to global environmental issues.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Introduction • The four geographic spheres and natural earth systems • The geologic past • Natural environmental change	6	0	6
2	The Human Element • Population growth through time • Symptoms of underdevelopment • The international debt crisis • Urbanization, industrialization, and consumerism • Sustainable development and global environmental policy	10	0	10

3	Land Issues • Waste production and disposal • Agriculture, agrochemicals, and ranching • Mining, mineral extraction, and large development projects	8	0	8
4	Atmospheric Issues • Atmospheric composition • Urban air pollution • Indoor air pollution • Ozone depletion • Global warming • Acid deposition	10	0	10
5	Water Issues • Water availability • Dams • Water pollution • Oil spills	10	0	10
6	Biological Issues • Habitat destruction and loss of biodiversity • Introduction of foreign species • Hunting, whaling, and over-fishing • Wildlife trade • Ecotourism	10	0	10
				54

OUT OF CLASS ASSIGNMENTS

1 creating content in preparation for in-class group presentations (e.g., PowerPoint presentation on lead pollution in soils);
2 research and writing assignments addressing a topic relative to the course content(e.g., Op-Ed on global warming);
3 directed field trips (e.g., hike in Monrovia Canyon Park);
4 online lessons completed with approved LMS (e.g., YouTube.com video and online quiz).

METHODS OF EVALUATION

1 mid-term examinations;
2 online reading response essays (e.g., short written summary and critique of Jared Diamond's 1995 Discover Magazine article Easter's End);
3 online quizzes (e.g., multiple-choice quiz on Chapter 1 of the textbook);
4 preparation and presentation of a group project (e.g., poster presentation on human changes to the Los Angeles River since pre-history);
5 final examination

GLENDALE COMMUNITY COLLEGE

METHODS OF INSTRUCTION

- [x] Lecture
- [ ] Laboratory
- [ ] Studio
- [x] Discussion
- [ ] Multimedia
- [ ] Tutorial
- [ ] Independent Study
- [ ] Collaboratory Learning
- [ ] Demonstration
- [x] Field Activities (Trips)
- [ ] Guest Speakers
- [x] Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
Environment Essential Environment: The Science Behind the Stories	Required	Benjamin Cummings: Pearson,	6	Print	Withgott, J.H.	9780135213209	2018