



ANTELOPE VALLEY COLLEGE

**Academic Affairs  
Course Outline of Record**

**Academic Affairs Only**

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input checked="" type="checkbox"/>	COR Revision 5/28/2009
<input checked="" type="checkbox"/>	Pre Req/Advisories 5/28/09
<input type="checkbox"/>	Other Changes
<input checked="" type="checkbox"/>	SLOs 4/10/2008

**COURSE SUBJECT & NUMBER:** GEOG 299

**COURSE NAME:** \*Special Topics – Field Geography

**COURSE UNITS:** 1 **COURSE HOURS:** 20 hours total

**COURSE REQUISITES:** (*Follow format of similar courses found in the college catalog.*)

Advisory: Completion of or concurrent enrollment in GEOG 101, GEOG 102, GEOG 106, GEOL 101, or ERSC 101

**COURSE DESCRIPTION:** (*Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*)

This course will allow students opportunities to observe geographic phenomenon in field setting covered in classroom lectures. Students will become familiar with some of the basic techniques used in observing, identifying, describing, mapping and recording field data. Specific features to be observed will be chosen for each trip based on destinations and themes. This course will be valuable for all geography, science, natural resource and planning majors, future teachers and anyone interested in our natural environment. (CSU, AVC) (R3)

**COURSE OBJECTIVES:** (*Title 5 requires that courses show evidence of critical thinking skills. Use Bloom’s taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation*)

**Upon completion of course, the successful student will be able to**

1. Observe, identify and describe geographic features in field settings.
2. Use map reading skills in practical applications.
3. Develop skills useful in recording field data.
4. Develop techniques required for constructing accurate field notes and site maps.
5. Use a geographic framework to analyze problems facing California’s future, including but not limited to, economic development, urban & suburbanization, water usage, recreational development, air quality and/or cultural diversity.
6. Document California’s geographic diversity, including but not limited to our geomorphology, botanical, cultural, historical and/or economic landscapes.

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**COURSE CONTENT:** *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

**Pre-Trip Meetings**

Background information on the sites to be visited, required reading, and maps to destinations  
Logistics (Maps, meal planning, camping/lodging and other details)  
Behavior expectations  
Evaluation procedures

**Field Trip**

Three day field trip (typically lasting from Friday morning until Sunday early afternoon). Five major stops/sites will be visited depending on the trip theme/destination, seasons and weather.  
Students will observe, identify, record and describe features at each site.

**Region**

Mammoth & Bishop  
Owens Valley  
Owens Valley  
Death Valley  
Joshua Tree NP  
West Slope/Sierras

**Theme**

Volcanic activity  
Geomorphology & biogeography  
Settlement Patterns & Water Issues  
Geomorphology & Desert Landscapes  
Geomorphology & Desert Landscapes  
Sequoias & Glaciers

**Post Trip Meeting**

Follow-up session to take place within 2 weeks of the field trip.  
Present final field reports, observations, site sketches & maps of locations visited on the trip.

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**TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**

Reading assignments will be made prior to the field trip that focus on the geography of the locations to be visited. Numerous texts will be used before & during the trip. Students will also make extensive use of maps.

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**

Students will take extensive notes during their field class learning how to record data in the field. Students will describe how and why data is collected that can be used to record geographic problems. Students will prepare oral and written presentations of their field research to the class.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**

Not applicable.

**4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:**

Preparation of oral presentations/poster projects.  
Trip planning and preparation.

*For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.*

**Reading Assignments:** 10 total hours

**Writing Assignments:** 15 total hours

**Computational Assignments:** Not applicable

**Other Assignments:** 10 hours total

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**METHODS OF INSTRUCTION:** *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Field lectures, demonstrations, supervision of measurements and observations.

**METHODS OF EVALUATION:** *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

**Students will be evaluated based on**

Participation in field activities and recording data in the field. Field assignments will be given so that students can demonstrate comprehension of, but not limited to, field mapping, sampling, interpretation of existing maps and navigation. (Objectives 1-4)

Completion of a final project such as an oral presentation, poster project or trip report in which two or more methods will be used to record geographic data. This project will include a written component including project goals, description and evaluation (Objectives 1-6)

**Suggested Texts or Other Instructional Materials**

*(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)*

Sharp, Robert P. and Glazner, Allen F. Geology Underfoot in Death Valley and Owens Valley, 1997: Mountain Press Publishing Company (Newest edition available)

Sharp, Robert P. and Glazner, Allen F. Geology Underfoot in Southern California, 1993: Mountain Press Publishing Company (Newest edition available)

Hill, Mary. Geology of the Sierra Nevada, 2nd edition 2006. University of California Press

Fish Ewan, Rebecca, A Land Between: Owens Valley, California. Johns Hopkins University Press, 2000 (Newest edition available)

Hall, Clarence A. Introduction to the Geology of Southern California and its Native Plants. 2007, University of California Press

Or other relevant text