



## MASTER COURSE OUTLINE

A. GEOG 1210 Physical Geography

B. COURSE DESCRIPTION:

This course is an introduction to global physical geography which systematically examines the spatial patterns and interrelationships among physical elements at Earth’s surface. Students study Earth’s physical environment, its systems, and the physical processes that drive them including weather, climate, natural vegetation, soil, and various landforms. Current environmental issues will be discussed and a scientific foundation provided for understanding global warming, geoenvironment of weather, and geospatial technologies among others. These topics are not only discussed in groups but also explored in a hands-on manner with in-field exercises and lab-like activities.

**MnTC (Goal 3/NS and 10/PE); (3 Cr – 3 lect, 0 lab)**

C. \*MnTC Discipline: Natural Sciences \*\* Core Theme: People and the Environment

D. MAJOR CONTENT AREAS:

- Introduction to spatial science and mapping techniques
- Earth and space
- Meteorology and climate
- Atoms, elements, and minerals
- Earth materials and structure
- Volcanism and extrusive igneous rocks
- Earthquakes
- Weathering and mass wasting
- Ground and surface water

E. GOAL TYPES, OBJECTIVES, AND OUTCOMES:

<u>GOAL TYPE</u>	<u>OBJECTIVES</u>	<u>OUTCOMES</u>
MnTC Goal 3a	Students will be able to demonstrate understanding of scientific theories.	<ol style="list-style-type: none"> <li>1. describe the evolution of historical perspectives in the key theories of earth science, physical geography, and spatial sciences.</li> <li>2. explain the fundamental principles of climate change science.</li> </ol>
MnTC Goal 3b	formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural	<ol style="list-style-type: none"> <li>1. recognize sources of bias and uncertainty in experimental design.</li> </ol>

	science disciplines. One of these experimental components should develop, in greater depth, students, laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.	<ol style="list-style-type: none"> <li>analyze data derived from experiments and communicate results orally and in written format.</li> </ol>
MnTC Goal 3d	evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.	<ol style="list-style-type: none"> <li>formulate questions and make judgments on science-related policies adopted by the government.</li> <li>discuss the potential risks and rewards of allowing people to alter weather and land-use.</li> </ol>
McTC Goal 10a	explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems	<ol style="list-style-type: none"> <li>identify the characteristics of various ecosystems around the world.</li> <li>explain how humans have adapted and altered these ecosystems</li> </ol>
MnTC Goal 10d	evaluate critically environmental and natural resource issued in light of understandings about interrelationships, ecosystems, and institutions.	<ol style="list-style-type: none"> <li>explain how different geologic processes have resulted in the world distribution of various geologic resources.</li> <li>demonstrate an understanding of how the extraction of these resource materials can affect the environment and ecology of the location.</li> </ol>
MnTC Goal 10e	propose and assess alternative solutions to environmental problems	<ol style="list-style-type: none"> <li>explain the causes of various environmental problems such as acid rain, asbestos-related problems, problems caused by the burning of fossil fuels, etc.</li> <li>identify alternate ways in which the problems above could be avoided.</li> </ol>
MnTC Goal 10f	articulate and defend the actions they would take on various environmental issues.	<ol style="list-style-type: none"> <li>discuss various ways of approaching different environmental problems.</li> <li>defend the strategies in solving various environmental issues.</li> </ol>
CS	identify the materials that make up earth and outline tectonic plate processes.	<ol style="list-style-type: none"> <li>discuss the nature of soil, to include structure, minerals, and the soil-water balance.</li> <li>classify igneous, metamorphic, and sedimentary rocks; discuss how they change over a geologic time scale.</li> <li>explain plate tectonics and its impact on the lithosphere.</li> </ol>
CS	recognize the role running water, waves, wind, and ice play in landform development.	<ol style="list-style-type: none"> <li>explain how fluvial landscapes are formed and how running water changes them over time.</li> <li>describe the impact of waves on banks and coastlines.</li> <li>provide examples of wind action on the earth, to include types of dunes, wind storms, and erosion by wind.</li> </ol>

		4. discuss glacier formation and recent decline in the number and size of glaciers.
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F. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact the instructor or the Student Success Center at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

G. COURSE CODING INFORMATION: Course Code A/Class Maximum 48; Letter Grade

Revision date: 11/1/17

AASC Approval date: 11/21/17

<b>*Riverland Community College Disciplines</b>	<b>MnTC Goal Number</b>
Communication	<b>1</b>
Natural Sciences	<b>3</b>
Mathematics/Logical Reasoning	<b>4</b>
History and the Social & Behavioral Sciences	<b>5</b>
Humanities and Fine Arts	<b>6</b>

<b>**Riverland Community College Core Themes</b>	<b>MnTC Goal Number</b>
Critical Thinking	<b>2</b>
Human Diversity	<b>7</b>
Global Perspective	<b>8</b>
Ethical and Civic Responsibility	<b>9</b>
People and the Environment	<b>10</b>

\*These five MnTC Goals have been identified as Riverland Community College Disciplines.

\*\* These five MnTC Goals have been identified as Riverland Community College Core Themes.

\*\*\*The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.