

# The Geography of Canada

## June 17 –August 16, 2013

### Syllabus

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## Part 1: Overview Information

### Instructor Information

#### Instructors:

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### Course Description

THE GEOGRAPHY OF CANADA is a two month online professional development elective offered by Maine Geography Alliance, member of the New England Geography Education Network, collaborating with the Canadian-American Center.

Using the *Geography for Life* (2<sup>nd</sup> edition) as a guideline for teaching geography thinking skills, the primary objective of this course is to provide participants with the ability to acquire a mental map of Canada that will allow them to identify and teach Canada's principle physical and cultural geographic features. A secondary objective is to prepare participants to create lessons, appropriate to their grade level and curriculum requirements, based on knowledge of the geography of Canada and knowledge of the skills of a geographer.

Through an engaging exploration of video presentations by a professor of geography, readings, maps and websites, participants will acquire information and ideas to write inspired activities, building towards creating two lessons which is the final project. Participants will collaboratively create

an annotated list of websites, and will gain inspiration and encouragement by reading and responding to posts by classmates.

It is offered January 2-March 20, 2013. Participants will receive clock hours or may sign up for one graduate credit, matriculated by Plymouth (NH) State University.

**Prerequisite**

- No prerequisites

**Costs and Fees: \$50 or \$255**

- Participation fee: **\$50** paid to the Canadian-American Center through an on-line store. Clock Hours will be provided if you are not interested in graduate credit.
- Cost for one graduate credit: **\$205** to be paid directly to Plymouth State University. Instructions forwarded following initial registration and payment of participation fee to the Canadian-American Center.

**Textbook & Course Materials****Required Text**

- GFL2 – Geography for Life, 2<sup>nd</sup> edition.  
More information at: [www.ncge.org/geography-for-life](http://www.ncge.org/geography-for-life)

**Recommended Texts & Other Readings**

- Other readings will be made available in the online course management platform, Easy Campus and they will be linked to each relevant lesson.

**Course Requirements**

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to a printer
- Access to people and technology who can video record you presenting a 4-minute description of your final project, plus post it to YouTube and to the Maine Geographic Alliance and New England Geographic Education Network websites.

## **Course Structure**

This course will be delivered entirely online through the course management system EasyCampus. When you register and pay the \$30 in the Canadian-American Center's online store, you will receive a Welcome email from the instructors containing the URL and log in information for this course: <http://campus.educadium.com/MGA>

In EasyCampus, all the lessons will be posted and populated, accompanied with due dates. You are encouraged to follow the suggested schedule so that all participants post the current assignments in the same week(s).

The instructors will send you an email on Sundays reminding you of the upcoming content and assignments, and again on Wednesdays to check in with you.

You are welcome to contribute non-assignment-related-thoughts and questions to a general blog discussion, and the instructors will post group replies.

Any specific questions about the course can be addressed to the instructors, and please include both instructors in any email you send us.

## **EasyCampus Access**

To access this course on EasyCampus you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari).

## **Technical Assistance**

This platform is free and is the most user friendly of the options available. Should you encounter confusion or difficulty with navigating or operating the platform, check with the program's tutorials.

The instructors are learning this platform as we go along, too.

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### Part 2: Course Objectives

The primary learning objectives for this course are

- to acquire a mental map of Canada that will allow participants to identify and teach Canada's principle physical and cultural geographic features
- to prepare participants to create geography lessons, appropriate to their grade level and curriculum requirements
- to become familiar with and to apply the 21<sup>st</sup> century skills of a geographer as outlined in the national geography standards, Geography for Life (2<sup>nd</sup> edition)

Participants will meet the objectives listed above through a combination of the following activities in this course:

Through an engaging exploration of video presentations by a professor of geography, readings, maps and websites, participants will acquire information and ideas to write inspired activities, building towards creating two lessons which is the final project. Participants will collaboratively create an annotated list of websites, and will gain inspiration and encouragement by reading and responding to posts by classmates.

- Each week, log into the online platform EasyCampus and prepare to complete the assignments by reading and investigating the websites
- Complete the assignments and post to EasyCampus by the due date
- Participate by reading posts by other participants and reposting as requested
- Write two lessons to complete the final project, which includes being recorded as you present a 4-minute summary of them.

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### Part 3: Topic Outline/Schedule

Refer to the course calendar for specific organizational dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructors.

- **Lesson 1: Background overview of Canadian Geography**  
Due Date: July 1st
  - **Read the essay** "*Regionalism and the Canadian Archipelago*"
  - **Illustrate the essay as you read** with maps and photos from Google Images
  - **Take notes on an outline map of Canada as you read**
  - **Turn your Illustrated Essay word document into a pdf and post**
  
- **Lesson 2: Background overview of Canadian Geography**  
Due Date: July 1st
  - **Write and post a 100-300 word summary** of 2 key points
  - **Read three of your classmates' posts. Reply to each one** by creating one open-ended question from their summary of key points.
  
- **Lesson 3: Physical Geography of Canada**  
Due Date: July 8th
  - **Watch the Hornsby video 'Physical Geography of Canada'** (one hour), and take notes on a printout of his powerpoint slides.
  - **Post a 50-200 word summary of the lecture**, noting 2 – 4 key points

- **Lesson 4: Regions of Canada**

Due Date: July 8th

- At the Canadian Atlas Online website [www.canadiangeographic.ca/atlas/info.aspx?item=map&lang=En](http://www.canadiangeographic.ca/atlas/info.aspx?item=map&lang=En) website,  
(1) click on the "Explore by Themes" link in the text box to the left.  
(2) Then click on "The Regions" in the text box to the left.  
(3) Then click on "Canadian Landforms" under The Regions, and  
(4) click on "Landforms" tab (between "Basics" and "Games & Quizzes") to see a video and hear a narrative of the characteristics of each region.
- **Locate four more internet resources** that explore the physical regions and natural resources
- **Post these four internet resources** with URL and a brief description (10-50 words) of how the site will be helpful to students or helpful for teachers.

- **Lesson 5: Teaching the Physical Geography and Natural Resources**

Due Date: July 15th

- Draw upon the notes and internet investigations you have made for Lessons 1-4, and any information/ideas you glean by reading your classmates' posts. **Create two lesson activities** you might use in your teaching. Include in your lesson activities the goal that students shall understand how Canada's physical landscape challenges Canada's inhabitants in 1-3 ways.
- **Write up your two lesson activities and post.**
- **Read the lesson activities of three classmates. Take one of your classmate's lesson activities, add to it** by illustrating it, refining it, or adding additional tasks, and **repost** as your third lesson activity.

- **Lesson 6: Cultural Geography of Canada**

Due Date: July 15th

- **Watch the Hornsby video' Cultural Geography of Canada'** (one hour), and take notes on a printout of his powerpoint slides.
- **Post a 50-200 word summary of the lecture**, noting 2 – 4 key points

- **Lesson 7: Cultural Geography of Canada**

Due Date: July 22nd

- **Create a list of categories which define the Cultural Geography of Canada**, and prioritize this list to the top three you will want to teach with your students.
- At the website [www.pier21.ca/research/pier21/the-first-seventy-five-years](http://www.pier21.ca/research/pier21/the-first-seventy-five-years) **review the article** about the history of immigration at Pier 21 in Halifax.
- **Scan the selection of lesson plans for ideas** at [www.pier21.ca/learn/educators/lesson-plans](http://www.pier21.ca/learn/educators/lesson-plans)
- **Locate four internet resources** that explore the cultural attributes and components of Canada for the top three characteristic from your list.
- **Post these four internet resources** with URL and a brief description (10-50 words) of how the site will be helpful to students or helpful for teachers. You will be contributing to a group list of annotated websites.

- **Lesson 8: Canadian Immigration**

Due Date: July 22nd

- **Read the brief summaries of three cultures in Canadian immigration history:**  
"A Century of French Colonization in Canada" (4 pages)  
"British Immigration to British North America 1815-1860" (4 pages)  
"Immigration to Western Canada 1896-1914" (5.25 pages)
- **Chose one of these two websites and review the material** they offer.
  - At the Prairie Immigration and the "Last Best West" website <http://sourcedocs.tc2.ca/history-docs/topics/immigration/the-last-best-west.html> , **review the 'Teachers Notes'**.
  - At the Railways and Immigration in Canada website [www.learnalberta.ca/content/ssric/index.html](http://www.learnalberta.ca/content/ssric/index.html), **explore the data and resources.**
- **Post an outline described in 50-250 words** as to how you would assemble documents, maps, and other materials for your students to answer one of the two questions below:
  - Did the Canadian government's "The Last Best West" advertising campaign provide a fair and balanced view of what life was like from 1890 to 1914 for new

immigrants to the Canadian west?

- How and in what ways did the railway affect the growth of Canada?

- **Lesson 9: Teaching the Cultural Geography of Canada**

Due Date: July 29th

- Draw upon the notes and internet investigations you have made for Lessons 6-8, and any information/ideas you glean by reading your classmates' posts.
- **Create two lesson activities** you might use in your teaching. Include in your lesson activities the goal that students shall understand how a specific historical event has helped to shape the cultural identity of Canada.
- **Write up your two lesson activities and post.**
- **Read the lesson activities of three classmates. Take one of your classmate's lesson activities, add to it** by illustrating it, refining it, or adding additional tasks, and **repost** as your third lesson activity.

- **Lesson 10: Application of the Content**

Due Date: July 29th

- **Read the information** in *Geography for Life* about Asking and Answering Geographic Questions about the world (Part II, pp.95-103).
- **Develop a list of 8 questions:** 4 geographic questions you want your students to answer about the Physical features of Canada, and 4 geographic questions you want your students to answer about the Cultural characteristics of Canada. **Post your questions.**
- **Read the questions of three classmates.** Take one of your classmate's physical features questions and take one of your classmate's cultural characteristics questions, add to each one by illustrating it, refining it, or adding additional tasks, and **repost both questions.**

- **Lesson 11: Application of the Content: Refine and Post Two Lessons**

Due Date: August 12th

- Go back over the assignments you have posted and review your classmates' posts, and **choose two points or questions you will develop from a series of activities in**



**to TWO lessons.** One lesson will be about Physical Geography of Canada, and one will be about the Cultural Geography of Canada.

- Incorporate the best practices guidelines in *the Geography for Life*, include use of the most valuable internet resources you or your classmates have located, and write the lessons according to the lesson format provided.
  - **Post your lessons**, submitting them for review by the instructors.
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- **Lesson 12: Present one of your two lessons to classmates**  
Due Date: August 12th
    - Choose one of your two lessons and prepare a 4-minute presentation which explains and shows the high points of the lesson.
    - Presentations will take place during the last week of this course, in a virtual group meeting. You will have opportunity to give peer feedback to the lesson presentations. All participants will receive a copy of all the lessons submitted as well as copies of selected assignments.
    - Post a recording of your presentation on YouTube and on the websites of Maine Geography Alliance and New England Geographical Education Network.

**Maine Geographic Alliance / Canadian-American Center  
Online Professional Development**

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**Part 4: Requirements to Complete the Course**

**Graded Course Activities**

- Completing and posting assignments 50%
- Final Project of two lessons, presentation, and posting 50%

Each completed assignment will count at a maximum of 5 points for a total of 70 points and 50% of the final grade. There is a rubric for each assignment which will guide participants to achieving the full number of points. The rubrics will be posted at each lesson.

In addition, the two lessons submitted for the final project will be scored on a rubric which includes use of current and accurate information, and use of best practices for 21<sup>st</sup> century skills of a geographer. The final project rubric will be posted at Lesson 11 and Lesson 12.

The final project will count 50% of your grade and will contain the two lessons (maximum 30 points each), a 4-minute presentation (maximum of 8 points), and posting the video to two specific websites (maximum of 2 points).

**Late Work Policy**

There will be no penalty for turning in late work. However, please complete all work by the end of the course because a missed assignment will not be counted.

**Note that if you do not post on the same schedule** with your classmates, you will not be participating as fully as you can and will not be allowing your classmates the opportunity benefit from your perspective.

**Viewing Grades in EasyCampus**

Points you receive for completed activities will be posted on the EasyCampus.

## Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<b>Letter Grade</b>	<b>Percentage</b>	
A	93-100%	
A-	90-92%	
B+	87-89%	
B	83-86%	
B-	80-82%	
C+	77-79%	
C	73-76%	
C-	70-72%	
D+	67-69%	
D	60-66%	
F	0-59%	

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## Part 5: Course Policies

### Participation

Students are expected to participate in all online activities as listed on the course calendar.

### Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructors know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructors when difficulties arise during the course so that we can help you find a solution.

### Complete Assignments

**All assignments for this course will be submitted electronically through EasyCampus unless otherwise instructed.**

Please submit assignments by the given deadline so you and your classmates stay current with the postings.

### Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course.

It is unlikely that PSU will be able to refund your tuition past January, and in any case you would forfeit their \$30 registration fee and half of the Canadian-American Center's participation fee.

### Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the instructors grant permission. Complete course assignments before May 1, 2013.

## **Inform Your Instructor of Any Accommodations Needed**

If you have a documented disability and wish to discuss academic accommodations, please contact your instructors as soon as possible.

## **Commit to Integrity**

As a student in this course you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class.

### **Academic Honesty Policy & Procedures**

Academic dishonesty is a violation of the University of Maine System Student Conduct Code and the student conduct code of Plymouth State University. "The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. Both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."