



COURSE IMPLEMENTATION DATE: September 1996
 COURSE REVISED IMPLEMENTATION DATE: September 2012
 COURSE TO BE REVIEWED: April 2018
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GEOG 484	Geography	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT Directed Studies	UFV CREDITS
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This directed research course is designed for upper-level Geography students who wish to advance their knowledge and skills in a subject area of their choosing. It can be used to further development of interests acquired in earlier coursework or to satisfy a specialization in a study tour or Adventure in Geography field school. Course content and approach is determined in consultation with the guiding instructor.

PREREQUISITES: Written consent of supervising faculty member and department head
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures:	_____ Hrs
Seminar:	_____ Hrs
Laboratory:	_____ Hrs
Field experience:	_____ Hrs
Student directed learning:	<u>60</u> Hrs
Other (specify):	_____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 6
 Expected frequency of course offerings: As required
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
 WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
 TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>Michelle Rhodes</u>	Date approved: <u>April 2012</u>
Department Head: <u>Michelle Rhodes</u>	Date of meeting: <u>April 13, 2012</u>
Supporting area consultation	Date approved: <u>April 2012</u>
Curriculum Committee chair: <u>Tetsuomi Anzai</u>	Date approved: <u>April 2012</u>
Dean/Associate VP: <u>Jacqueline Nolte</u>	Date of meeting: <u>May 23, 2012</u>
Undergraduate Education Committee (UEC) approval	

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- 1) Work independently to identify and evaluate books, articles, and other sources related to the chosen topic of study, and to and justify their relevance in a literature review of the materials.
- 2) Develop and evaluate the conceptual and methodological framework appropriate to achieving their research objectives.
- 3) Successfully prosecute the research required to achieve the stated objectives.
- 4) Generate and present the results of original research in a format appropriate to the chosen topic of study.

METHODS: (*Guest lecturers, presentations, online instruction, field trips, etc.*)

These will vary depending on the topic chosen, and any particular agreement between the instructor and student related to the achievement and demonstration of the learning outcome. Methods could include oral presentations, field reports, posters, formal research essays, portfolio, or some combination thereof.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s) Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

These will vary according to the instructor and student and the chosen topic of study. Directed Studies projects often require students to locate and review relevant materials as part of a larger research project, rather than working from assigned readings.

SUPPLIES / MATERIALS:

These will vary according to the instructor and student and the chosen topic of study. Some travel expenses may be required for directed studies projects that are completed outside of the Fraser Valley.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

These will vary according to the methods instructor and student agree will be necessary to satisfy the learning outcomes, but a typical working template might be:

Formulation and written defence of research question	15%
Annotated bibliography	20%
Oral presentation or poster	25%
Research paper or project	40%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

This will vary according to the instructor and student and the chosen topic of study.

An example of the course content for a Directed Studies course, on *Community Forestry in BC*, is as follows:

1. The history of forestry in BC
2. The Fordist era
3. Post-Fordism and devolution of control to the community
4. Community forestry in BC and elsewhere
5. Successful and not-so-successful examples of community forestry today
6. Investigating the viability of community forestry for the Haida
7. Current land use planning in the Haida Gwaii
8. Identification of potential sites and the challenges to development
9. Viability in the community
10. Final report with recommendations to the community