



**SCOTTSDALE
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE

Course Information

Semester & Year:	Spring 2023
Course Title:	Geographic Information Technologies
Course Prefix & Number:	GIS205
Section Number:	32724
Credit Hours:	3
Start Date:	March 20, 2023
End Date:	May 12, 2023
Room Number:	Online
Meeting Days:	NA
Meeting Times:	NA

Course Format

The course format for this course is Online.

Instructor Information

Instructor:	Lisa C. Young, Ph.D.
Email:	Lisa.Young@scottsdalecc.edu
Phone:	(480) 423-6222
Office Location:	NA
Office Hours:	By appointment

Course Description

Introduces modern geographic information technologies, including cartography, Geographic Information System (GIS), remote sensing, global positioning systems, and statistical analyses.

Prerequisites

None

Course Competencies

1. Trace the history of cartography (prehistoric to modern era). (I)
2. Identify and describe the characteristics of the earth (size, shape, movement). (II)
3. Explain datums, projections, and coordinate systems. (III)
4. Evaluate types of maps and their applications. (IV)
5. Identify surveying techniques. (V)
6. Explain feature representation through color, symbols, and typography. (VI)
7. Describe the role of the audience in cartographic design considerations. (VI)
8. Identify map elements and properties. (VII)
9. Explain the concept of map scale and how it is expressed. (VII)
10. Analyze how maps are used and misused. (VIII)
11. Explain the role of the computer in map production. (IX)
12. Describe GIS applications. (X)
13. Explain the role of remote sensing applications in GIS. (XI)
14. Describe the role of statistics in cartography. (XII)
15. Compare and contrast the map production process for both analog and digital delivery methods. (XIII)

Texts and Course Materials

All course materials are provided free to students through the canvas learning management system. Additionally the text which is available digitally is open educational resources and free for the students.

Course Technologies

View the [Accessibility Statements & Privacy Policies](#) of technologies used in this course.

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account
- ModPress

Streaming Media/Audio/Video Tools

This course uses webcasting, lecture capture systems, YouTube, and/or other streaming media services.

- YouTube

Student Assignment Tools

This course requires students to participate in or submit assignments using desktop or cloud-based applications.

- Google Products
- Microsoft Office 365
- Timeline creation tools
- Packback

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the [Student Regulations](#) page of the Maricopa Community College District website.

Grading Standards & Practices

Grade Scale

Letter Grade	Points Range
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Discussion Rubric:

Basic with more specific requirements:

Assignment	
Excellent	An "exemplary" submission answers all the questions on the prompt, with a minimum of TWO correctly-formatted citations for each. Each citation is relevant to the point you are making and its relevance is thoroughly explained. The submission is thorough, thoughtful, and displays a high level of analysis and application of historical concepts.
Good	An "accomplished" submission answers all the questions on the prompt, with a minimum of TWO sources, both cited. Only one of the citations is correctly formatted. 75% or more of the included citations are relevant and their relevancy is thoroughly explained. The submission displays a good level of analysis and application, but could be more thorough or thoughtful.
Fair	A "developing" submission answers most of the questions on the prompt, with a minimum of ONE source. At least one source is not correctly formatted, and the second source is missing or also incorrect. 50% of the included citations are relevant and explained, but the context for their inclusion is often incomplete. The submission starts to address analysis and application, but does not fully explain the student's ideas or thoughts.
Poor	A "beginning" submission answers some of the questions on the prompt. There is one source or fewer. The source is incorrectly formatted. There may be citations within the paper, but they are less than 50% relevant and/or not explained at all. The submission is underneath the word count and does not explain the student's ideas, thoughts, or address the prompt in fullness.

Rubric for Deep Dives Writing Assignments

Assignment	
Excellent	The essay contains the following: 1. Essay Structure: The essay follows all directions and every paragraph contains what it's supposed to contain (thesis, arguments, counter arguments, replies). 2. Essay Style: The essay is clear so that everything is understandable, and shows economy of expression, without padding or rambling; everything is necessary for the arguments contained. 3. Essay Content: The essay presents good ideas and a good understanding of the relevant issues, without logical errors. The assigned author's arguments are interpreted correctly. The essay demonstrates high-quality thinking: a unique response with original thoughts on the topic, and doesn't rely on repeating the assigned author's arguments or arguments from class.
Good	The essay contains the following: 1. Essay Structure: The essay mostly follows all

Assignment	
	<p>directions and most of the paragraphs follow the necessary requirements. (thesis, arguments, counter arguments, replies). Some paragraphs contain elements prescribed for another paragraph. 2. Essay Style: The essay is mostly clear so that the majority is understandable. One point or one or two sentences are unclear and may include some needless repetition or irrelevant arguments. 3. Essay Content: The essay mostly presents good ideas and an understanding of the relevant issues, but may contain a major logical error. The assigned author's arguments are misread on an important point. The essay attempts high-quality thinking: a unique response with original thoughts on the topic, but doesn't always fully flesh out points or arguments. The essay relies on repeating the assigned author's arguments or arguments from class.</p>
Fair	<p>The essay contains the following: 1. Essay Structure: The essay does not follow all directions and is missing some of the necessary requirements. (thesis, arguments, counter arguments, replies). Some paragraphs contain elements prescribed for another paragraph, or may be from the wrong perspective. Counter Arguments may be missing or not true counterarguments. 2. Essay Style: The essay is written so that the argument or paragraph is unclear. The paragraph descends into rambling or is full of padding or repetition. 3. Essay Content: The essay attempts to present good ideas and an understanding of the relevant issues, but contains a major logical error that undermines the argument. The assigned author's arguments are misread on an important point. The essay has insufficient or no argumentation for an important claim or uses a strawman argument. The essay doesn't stay focused on the issue.</p>
Poor	<p>The essay contains the following: 1. Essay Structure: The essay is missing critical elements or is not relevant to the course, and paragraphs do not follow the organizational plan (thesis, arguments, counter arguments, replies). The argument cycle is missing or the second argument is the same as the first. 2. Essay Style: The essay is hard to understand and the substance of the argument cycle is unclear. The essay is written as a stream of consciousness. 3. Essay Content: The essay does not demonstrate an understanding of the relevant issues. The assigned author's arguments are misread on an important point. The essay has insufficient or no argument for an important claim, the second argument is essentially the same as the first or uses a strawman argument. The essay doesn't stay focused on the issue.</p>

Assignments

Response Time

Students can expect a response time of 24 – 48 hours for the instructor to respond to messages sent via the Canvas Learning Management System or email. Students can expect assignments to be graded within one week of the assignment's due date.

Attendance Policy

At Maricopa Community College schools, students must be engaging in some type of academic activity each week of their online course. Faculty must report a student's last date of attendance and withdraw the student within fourteen (14) days of identifying the last date of academic attendance. Simply logging into an online class will not count as academic attendance. The following is a list of activities that constitute online class academic attendance:

- Submitting an academic assignment (assignment required in the course, regardless of whether it is graded or not), paper, or project.
- Taking an exam, quiz, computer-assisted instruction, or an interactive tutorial required by the course.
- Attending an online or in-person study group (where there is assigned attendance/participation as part of the course).
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Instructional Contact Hours (Seat Time)

This is a three (3) credit-hour course. Plan to spend at least three hours on course content or seat time (direct instruction) and six hours on homework weekly. Accelerated courses will require additional time per week.

Online Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the [SCC Tutoring & Learning Centers](#) page for detailed information on the five learning center's hours and procedures.

As much as possible, it is highly recommended that you utilize SCC tutors since they are more familiar with SCC coursework, instructor expectations, and assignments; however, if you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. Brainfuse provides online tutoring in a variety of academic subjects. Each student may utilize up to 6 hours of online tutoring through Brainfuse per semester, and has the option of requesting additional time if needed.

To access Brainfuse and begin working with a tutor:

1. Visit the [SCC Online Tutoring Services Through Brainfuse](https://www.scottsdalecc.edu/students/tutoring/online-tutoring) page (https://www.scottsdalecc.edu/students/tutoring/online-tutoring)
2. Click the **Visit a tutor online** button
3. Enter your MEID and password
4. Choose your topic and subject
5. Click the **Connect** button

Please use your time effectively and be prepared with your questions before you connect to a tutor. Tutors and students communicate in real-time so whatever you type, draw, or share on the screen, the tutor sees, and vice versa. You may also want to have screenshots ready if applicable. All Brainfuse sessions are recorded for review later.

Learning Tools and Your Privacy and Security

SCC utilizes a variety of software applications and web-based tools operated by third party vendors to support student learning. To allow student access to the application, site or tool, certain identifiable information may be required to establish a user name or password, and submit work and/or download information from these tools. Inherent with all internet-based tools, there is a risk that individuals assume when electing to use these tools, as they may place information at risk of disclosure.

To use learning tools responsibly, please observe all laws and the Maricopa Community College District [Student Conduct Code](#), such as copyright infringement, plagiarism, harassment or interference with the underlying technical code of the software. As a student using a learning tool, you have certain rights. Any original work that you produce belongs to you as a matter of copyright law. You also have a right to the privacy of your educational records. Your contributions to learning tools constitute an educational record. By using the tool, and not taking other options available to you in this course equivalent to this assignment that would not be posted publicly on the internet, you consent to the collaborative use of this material as well as to the disclosure of it in this course and potentially for the use of future courses.

Social Distancing

The Maricopa Community Colleges **require 3-foot social distancing at all times** in indoor spaces. Please be mindful of the distance between you and others.

Student or Instructor Illness Considerations and Class Access

If your instructor is ill and cannot attend class, updates and announcements will be provided in Canvas, Maricopa email, or other class communication channels prior to class that day if possible.

Students who are not feeling well should not attend class. Notify your instructor prior to the start of class on a given day. Your instructor will connect with you if there is an option to attend class remotely or will provide information about how to stay current with assignments and lessons online.

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.