

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 2/9/2022 Date revised \_\_\_\_\_

4. Department/discipline: Geography/GIS

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Introduction to Maps  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: GEOG 8. Course Level: 1002

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

This course teaches how to read maps and apply them to solve problems. Students will be introduced to a variety of map types, including those of different cultures and time periods, and will publish their own basic web and story maps. Meets MnTC Goal Areas 5 and 8.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

A. Jon Kimerling, Aileen R. Buckley, Phillip C. Muehrcke, and Juliana O. Muehrcke. 2016. *Map Use*, Eighth Edition. Redlands, CA: Esri Press.

Maps and tools as relevant to course topics

14. **Course Content** (Provide an outline of major topics covered in course)

1. Definition of a map
2. History of cartography across various cultures
3. Geographic and map coordinates
4. Map scale and scale problems
5. Measuring distance, direction, and area on a map
6. Reading map symbols, labels, and elements
7. Interpreting qualitative thematic maps
8. Interpreting quantitative thematic maps
9. Interpreting basic reference maps

- 10. Interpreting cadastral and survey maps
- 11. Interpreting topographic maps
- 12. Interpreting interactive web maps
- 13. Making a basic web map
- 14. Making a story map

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

| <b>Learning Outcomes</b>   | <b>Competencies (CAC)</b> | <b>Cultural Standards</b> |
|--|---------------------------|---------------------------|
| Describe how maps are made and used in different cultures, including Western scientific and Indigenous mapping traditions. | B, D                      | 1                         |
| Demonstrate knowledge of natural and human spatial phenomena shown on thematic maps.                                       | A, B, C                   | 1                         |
| Locate features at given coordinates and determine an efficient route between two features on a paper reference map.       | A, C                      |                           |
| Use a topographic map to measure the distance, compass bearing, and elevation change between two points.                   | A, C                      |                           |
| Locate property boundaries on a map and measure the area of a parcel based on its survey description.                      | A, C                      |                           |
| Create, publish, and share an interactive web map.   | B                         |                           |

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 5 & 8

Goal 5

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Examine social institutions and processes across a range of historical periods and cultures.
- Use and critique alternative explanatory systems and theories.

Goal 8

- Demonstrate knowledge of cultural, social, religious, and linguistic differences.
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future

17. Are there any additional licensing/certification requirements involved?

         Yes          No

Provide the required documentation to show course meets required licensing/certification standards.

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