**I am a spatial thinker, what about you?**

**First-Year Seminar: One Credit**

GEOG XXXX (1 Credit Hour, A-E)

Day: Biweekly for 7 weeks

Time and Location: TBA

Instructor: Dr. Tammy E. Parece

Department of Geography

Office Hours: Tuesdays and Fridays, or by appointment

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**Course Description**

Spatial thinking is something we do in everyday life. We gather information about our surroundings; we process information to analyze and make decisions in a specific moment or overtime. As examples, 1) we evaluate how to navigate our space while conducting activities of daily living; 2) when planning our future - we think about where to live, why to live in certain places, ask how would I get to work, etc. When asked to think spatially in class, students freeze and say, this is why I am taking Geography, to learn how to do this. But spatial thinking does not start with a student’s first Geography class, it begins when an infant starts recognizing faces and learning to control their body when crawling and walking, and our spatial thinking evolve over time. This course will explain spatial thinking, review the evolution of this process, and enable student’s understanding of how it is an integral part of their daily lives.

**Course Objectives**

* Explain spatial thinking
* Identify situations where spatial thinking is needed
* Compare and contrast changes in spatial thinking over time and experience
* Critic academic research on spatial thinking

**Required Materials:**

Book: The People’s Guide to Spatial Thinking. Diana Stuart Sinton. National Council for Geographic Education. ISBN: 9781884136214

Learning to Think Spatially. 2006. National Research Council. Washington, DC: The National Academies Press. https://doi.org/10.17226/11019

We will also be using videos and other on-line sources on spatial thinking.

**Course Requirements**

*Class Participation (10%)*

* attendance will be taken and is part of your grade
* class discussions on readings, videos, and journaling activities

*Weekly Journaling Activity (30%)*

* Identify how you have used spatial thinking in different environments throughout your week.

*Leading a discussion (20%)*

* Identify a journal article on spatial thinking to share with the class and lead a discussion

Mental Map Activities (20%)

* A mental map will be created in the 1st week of class (in-class)
* A 2nd mental map will be created in the 6th week of class

*Final Project (20%)*

* Comparative analysis of the two mental maps and identifying and evaluating changes.

**Weekly Schedule**

|  |  |  |
| --- | --- | --- |
|  | Tuesday | Thursday |
| Week 1 | Introduction to Spatial Thinking | Mental Mapping Activity |
| Week 2 | Journaling Activity Discussions  Student led discussions | Spatial Thinking (relative v. absolute) |
| Week 3 | Journaling Activity Discussions and how journaling changed after Week 2 Topic  Student led discussions | Egocentric v. Geocentric v. Egocentric Thinking |
| Week 4 | Journaling Activity Discussions and how journaling changed after Week 3 Topic  Student led discussions | Evolution of Spatial Thinking (personal and societal) |
| Week 5 | Journaling Activity Discussions and how journaling changed after Week 4 Topic  Student led discussions | Spatial Perception |
| Week 6 | Journaling Activity Discussions and how journaling changed after Week 5 Topic  Student led discussions | Egocentric v. Geocentric v. Egocentric Thinking  Mental Mapping Activity #2 |
| Week 7 | Final Discussion on Journaling  Final project review | Course wrap up |

## Grading scale

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **C-** | **D+** | **D** | **E** |
| ≥93% | 90-92% | 87-89% | 83-86% | 80-82% | 77-79% | 73-76% | 70-72% | 67-69% | 60-66% | <60% |

## Course Academic integrity policy

See each specific assignment instruction for my guidelines about collaboration and academic integrity in the context of this class. I will not tolerate cheating or plagiarism of any kind.

### Ohio State’s academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct[**http://studentlife.osu.edu/csc/**](http://studentlife.osu.edu/csc/)**.**

**Disability Services**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options.  To establish reasonable accommodations, I may request that you register with Student Life Disability Services.  After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information:[**slds@osu.edu**](mailto:slds@osu.edu)**; 614-292-3307;**[**slds.osu.edu**](http://www.ods.ohio-state.edu/)**; 098 Baker Hall, 113 W. 12th Avenue**.