

Imperial Valley College Course Syllabus – Geology 110: Earth and Space Science

Basic Course Information

Semester	Fall 2014	Instructor Name	Kevin Marty
Course Title & #	Geology 110	Email	<u>kevin.marty@imperial.edu</u>
CRN #	CRN: 10639	Webpage (optional)	
Room	Online	Office	2776
Class Dates	August 18-Dec 12	Office Hours	5-6 pm, M-Th Room 2776
Class Days	Online	Office Phone #	760-355-5761
Class Times	Online	Office contact if student will be out or emergency	Ofelia Duarte (Science Dept) at 760-355-6155
Units	3		

Important Dates:

- 1) **Orientation on August 19th from 1:30-3pm in room 2733 (geology lab)**
- 2) **Mid-term test on September 30 from 1:30-3pm in room 2733 (geology lab)**
- 3) **Final test on November 11 from 1:30-3pm in room 2733 (geology lab)**
- 4) **Field trip to Salton Sea week of Nov 17-21 (will work out details later)**
- 5) **Course Project due on December 8 by midnight (online submittal)**

Course Description

This introductory earth and space science course covers basic principles from the fields of geology, astronomy, oceanography, and meteorology. Minerals and rocks, natural processes acting at the earth's surface and within the Earth, plate tectonics, geologic time and dating, composition and motions of the Earth, solar system, phases of the moon, origin and life cycles of stars, galaxies, water movements, ocean floor, weather and climate, along with other related topics will be studied. (C-ID GEOL 120) (CSU, UC)

(more)

The Earth System is diverse and dynamic, featuring volcanoes, earthquakes, tsunamis, landslides, floods, hurricanes, tornadoes, and so on. As citizens, we want to understand what is going on in our natural world and which aspects directly affect us or are most interesting. Understanding past events helps us comprehend what has happened and begin to predict future events. With the Earth System (it's components being the Atmosphere, Hydrosphere-including ice, Biosphere, Geosphere and influences from Space or the Exosphere), we examine past events and current natural processes to understand how this past and these processes affect humans. We will examine Space, the evolution of the Solar System and how space affects Earth's systems.

Accordingly, this course looks at the processes and materials composing Earth's physical environment, for example, its landscapes, interior, air and water, and explores topics such as natural hazards and disasters, fossils, energy resources, and much more. This course also explores topics related to space, such as the evolution of stars and our solar system, and examines evidence of past impacts and the threat of impacts with space objects today. To do so, we will learn some underlying principles of the natural world, from small things like the very building blocks of matter (atoms), to large things, like the cause and effect of regional forces that build mountains (e.g., the Himalayas) and make new oceans (e.g., the Red Sea). These processes are active today on Earth, whether driven by the Sun or Earth's internal heat, and as mentioned above can culminate in earthquakes, volcanoes, landslides, ocean currents and hurricanes, all of which obviously affect humans.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- 1 Gain critical thinking skills while working on and completing weekly homework assignments which include applying methods such as Venn diagrams, rubrics, and concept maps. (ILO2)
- 2 Gain awareness of geological events, weather and climate patterns and oceanic circulation on a global scale and understand/evaluate why events/features occur where they do. Assessment done through various homework assignments. (ILO5)
- 3 Gain knowledge of geological, meteorological, astronomical and oceanic features and processes through lectures, research papers, exams and presentations. Ties to all objectives. (ILO4)

Course Objective

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate a basic understanding of the nature of matter, and describe the movement of matter and energy through the natural processes on Earth.
2. Explain the character of the sediments, rocks, and minerals of which they are composed, and relate this to the rock cycle.
3. Identify and explain the major subdivisions of Earth and processes acting deep inside Earth that effect the environment at the Earth's surface.
4. Describe the time frame within which natural processes function, and learn ways geologists use to decipher Earth's history.
5. Demonstrate an understanding of the theory of plate tectonics and relate this to earthquakes, volcanoes, mountain building and the evolution of the physical world over million of years.
6. Identify the cause and effect of earthquakes and how they are measured, and the effect on people.
7. Characterize volcanic activity and identify its natural causes and impact on the environment.
8. Identify landscapes and source of sediments on the sea floor, and show the relationship between geology and ecology of the oceans.
9. Demonstrate knowledge of the dynamics of the sea by understanding near surface and deep sea circulation patterns and interaction with the atmosphere, and the composition and properties of sea water.
10. Identify the processes that effect sea level and shape the shoreline, and understand coastal environments.
11. Describe the composition and structure of the atmosphere, and examine atmospheric circulation, weather systems and storms, along with modern and past climates.
12. Describe the connection among ecology, climate and geology, and understand the character of the land surface and the agents that shape the landscape.
13. Explain the weathering process and the products of weathering.
14. Explain mass wasting and ways to avoid and prevent it.
15. Demonstrate a knowledge and understating of the role of water and wind in earth systems. Processes such as runoff, erosion, deflation and features such as stream, groundwater, and dune systems will be examined.
16. Explain the formation of glacier ice, the ways ice and ice deposits shape the landscape, and the connection between glaciers and other parts of Earth's systems.
17. Demonstrate a knowledge and understanding of the sun, the moon, the planets and other characteristics of the solar system and beyond.

Textbooks & Other Resources or Links

1) McConnell, D., and others (2010). The Good Earth (Second/e). New York McGraw-Hill. ISBN: 978 0 07 336936-5

Three scientific themes are emphasized throughout the text: 1) scientific literacy; 2) Earth Science and the human experience; and, 3) the science of global change. This book will help you learn earth science concepts and processes on your own and complement what we do in class.

The Key Concepts and Terms List is your guide to what is important (found at the back of your class handbook), and all online quizzes (if applicable) are derived from this list. Required reading is listed in the right column of the Lecture Schedule later on in this document. If you revisit the chapter corresponding to the most recently finished lecture after we cover that topic, the material will be best retained.

Checkpoints are found on nearly every page in each chapter. These checkpoints consist of a wide variety of learning methods from construction of Venn Diagrams to filling in rubrics and constructing concept maps. Some of these checkpoints along with sketches are linked to your lessons and are a key component to doing well on Exams.

Course Requirements and Instructional Methods

Course Philosophy and Teaching Method: The subject of Earth Science is as vast and diverse as the natural world around us. Together, we will explore and visualize this dynamic world in a number of ways; in no way will it be a static collection of facts. Accordingly, we will concentrate on understanding natural processes and how we explore and learn things about our planet, rather than terms and factual trivia. We will concentrate on active, inquiry-based learning and will learn how to observe, think about, and understand our place in the natural environment. The critical inquiry and observational skills that we cultivate this semester should be useful in any profession, since they give you an appreciation of how earth science processes in our natural world impact our environment and society.

It is your responsibility and obligation to complete the required readings each week and prior to any online quizzes (Lecture Quizzes are not assigned at this time; two quizzes are assigned under the Modules).

Course Expectations: My role in this class is to provide a framework that includes theory, best practices, activities, and assignments for you to utilize in the development of your knowledge, understanding, and skills. I care very much how and what you learn in this class, but I believe that you are responsible for participating in learning from the activities provided. This class requires significant preparation and reading.

Course Grading Based on Course Objectives

Grades:

In this course, your grade will be based on points that you earn. There are approximately 560 possible points, which are written out below:

Point Distribution Summary*	Points
Mid-term and Final Exams (2 @ 100 pts each); face to face	200
Modules (6 @ ~10-20 pts each); blackboard	~100
Class Notebook Mid-term and Final Check (2 @ ~25 pts each); face to face turn in	~50
Weekly initial and response discussion boards (11 @ ~10 points each); blackboard	~110
Course Project: Powerpoint Presentation (1 @ 100 pts); blackboard	100
Total Points Possible	~560

In-Class Exams (concept maps, sketches):

There are 2 total tests over six chapters each. Each of the 2 in-class exams is worth 100 points, for a semester total of 200 points. In advance of each in-class exam, you will be given a list of 10-15 possible concept-sketch/map/diagrams/rubric-type questions (see Class Notebook below), and several of these will be on the exam. These possible questions will be developed from the checkpoints and learning sketches you complete in class. You can make up exams only if you have a note from a doctor, a letter from the university regarding some university-sponsored activity, a copy of a jury summons, a police report, or some other document that can be verified. This legitimate proof for why you cannot attend class that day must be provided to the instructor as far in advance of the exam as possible.

In-Class Assignments (Class Notebook):

Throughout each chapter are “Checkpoints,” which consist of a wide variety of learning methods. Some of these checkpoints along with lecture sketches and lab exercises have been assimilated and linked to each lesson for you to print out, work on and submit as your Class Notebook during the Mid-term and Final exams. You are assigned several of these checkpoints/sketches/exercises as part of your weekly homework assignments. You are expected to complete all of you checkpoints/sketches/exercises prior to Mid-term and Final exams. I will collect your assembled “class notebooks” at the beginning of each exam to check that you have worked on your associated assignments for each test (for example, during the Mid-term test which covers chapter’s 1-6, I will check assigned checkpoints/sketches for chapter’s 1-6). These notebooks will be worth approximately 25 points (so complete all of the assignments to the best of your ability for full credit), for a total of ~50 points

Imperial Valley College Course Syllabus – Geology 110: Earth and Space Science

(both notebooks at Mid-term and Final). **PLEASE NOTE: YOU MAY ALSO PURCHASE THIS NOTEBOOK ALREADY ASSEMBLED AT REPROGRAPHIC (900 BLDG) ON CAMPUS FOR \$10.**

Modules:

Six Modules are assigned and generally involve investigations of websites or quizzes that are completed through Blackboard as a Module Assignment or Module Quiz. The modules are generally worth from 10-20 points each as well as the quizzes. In several of the modules, the Discussion Boards for each week are related to what you learned in the modules. Modules are due on Day 4 of each week.

Discussion Boards:

Discussions are ways to present your viewpoint or what you have learned about a topic to the class; and to respond to your classmates posts. Initial Discussions are due on Day 5 of each week (your original post) and response discussion posts (respond to a minimum of two of your classmates posts) are due on Day 7 of each week. Discussion are completed through Blackboard and are generally worth 10 points each week.

Course Project: Slide Presentation

The course project involves your creation of a 30 slide Powerpoint presentation over a topic related to the class subject matter. This project is a significant part of your grade and will be submitted as a working draft during the Mid-term test week (at least 15 slides so I can view your progress and provide input/help if needed) and as a final presentation at the end of the semester. This project is submitted through Blackboard.

Field Trip:

We have a field trip planned for the week prior to Thanksgiving Break and will work out the details of the trip as the class progresses. This is a mandatory field trip and involves a short assignment.

Due Dates:

The above assignments have specifically defined due dates as noted in the Course Schedule and Quiz Schedule (if applicable) later on in this syllabus. It is your responsibility to consult the Lecture Schedule and Quiz Schedule (if applicable) for all due dates. The instructor will not assume the responsibility of reminding you that an assignment is due or that an exam will be given.

Score/Grade Posting:

All scores will be posted on Blackboard. You have 7 days after a score has been posted to dispute an entry. After the 7-day period, the score stands as entered. Do not wait until the end of the semester to check your scores. Grades are not assigned by a “curve”, where a certain percent is assigned “A”, “B”, etc. Instead, you are competing against my expectations, not your classmates, and there is no predetermined percentage of “A”, “B”, and “C”. The exact division between letter grades will not be determined until the final points are totaled, but the grade breaks will not be raised above typical values (e.g., the A-B grade break will be 90% or lower, etc.). No items are weighted—your grade is based solely on total points received.

Dates for Withdrawals:

There is a course withdrawal deadline—check the college calendar to find the course withdrawal deadline for this semester. The course withdrawal deadline is a no-tolerance policy. When the withdrawal period ends, students only have one option – a grade of F for the course.

Incomplete Grade:

A mark of “I” is given only when a student who is otherwise doing acceptable work is unable to complete a course because of an illness or other situation beyond the student’s control. The student is required to arrange for the completion of the course requirements with the instructor. The university does not allow instructors to assign a grade of “I” simply because a student has quit attending classes and/or completing assignments.

Attendance

- A student who fails to complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See the [IVC General Catalog](#) for details.
- Students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

Online Classroom “Netiquette “

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word.
- Netiquette rules to remember: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

Academic Honesty

- Plagiarism is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to ‘cite a source’ correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.
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- Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Help – Discretionary Section and Language

Help Along The Way: Many students enter this class with a bit of anxiety. Other students may have various disabilities, including test anxiety, which may make traditional classroom environments very difficult. Don’t worry, almost all such students before you have passed this course – many with very high grades! The success of many of these students, though, was in part because they attended class regularly, took advantage of my

Imperial Valley College Course Syllabus – Geology 110: Earth and Space Science

office hours, or obtained help from their peers. If you are having difficulty understanding the course work, please contact me immediately. Also, the college has learning centers, disability resource centers, and counseling centers to address the various needs of students. (see examples next):

- **Blackboard** support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- **Learning Labs:** There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- **Library Services:** There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313, if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

Anticipated Class Schedule / Calendar

Online Schedule for Geol 110: Earth and Space Science, Fall 2014

- * All due dates and distribution of grade points is subject to change according to class needs.
- **NOTE: for purposes of this online class, the week begins on Mondays at 12:01 am and ends on Sundays at 11:59 pm. Day 1 is Monday and Day 7 is Sunday (and, for example, Day 4 is Thursday) each week.

Week of	Topic/Lecture/Test	Readings
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Imperial Valley College Course Syllabus – Geology 110: Earth and Space Science

Aug 18-24	Lesson 1: Introduction to course and Scientific Method Introductory Post Due Day 2, Week 1 Initial Discussion Post Due Day 5, Week 1 Response Post Due Day 7, Week 1 Complete Checkpoints/Sketches for Lesson 1	Chapter 1
Aug 25-31	Lesson 2: Earth in Space Module Assignment due Day 4 of Week 2 Initial Discussion Post Due Day 5 of Week 2 Response Post Due Day 7 of Week 2 Complete Checkpoints/Sketches for Lesson 2	Chapter 2
Sept 1-7	Lesson 3: Near Earth Objects Module Assignment: none this week Initial Discussion Post Due Day 5 of Week 3 Response Post Due Day 7 of Week 3 Complete Checkpoints/Sketches for Lesson 3	Chapter 3
Sept 8-14	Lesson 4: Plate Tectonics Module Assignment due Day 4 of Week 4 Initial Discussion Post Due Day 5 of Week 4 Response Post Due Day 7 of Week 4 Complete Checkpoints/Sketches for Lesson 4	Chapter 4
Sept 15-21	Lesson 5: Earthquakes Module Assignment due Day 4 of Week 5 Initial Discussion Post Due Day 5 of Week 5 Response Post Due Day 7 of Week 5 Complete Checkpoints/Sketches for Lesson 5	Chapter 5
Sept 22-28	Lesson 6: Volcanoes Module Assignment due Day 4 of Week 6 Initial Discussion Post Due Day 5 of Week 6 Response Post Due Day 7 of Week 6 Complete Checkpoints/Sketches for Lesson 6	Chapter 6
Sept 29-Oct 5	Mid-term Exam Sept 30 from 1:30-3 pm in room 2733 and Class Notebook Due Chapter's 1-6; Course Project Check due by Oct 5	
Oct 6-12	Lesson 7: Rocks and Minerals Module Assignment due Day 4 of Week 8 Initial Discussion Post Due Day 5 of Week 8 Response Post Due Day 7 of Week 8 Complete Checkpoints/Sketches for Lesson 8	Chapter 7
Oct 13-19	Lesson 8: Geologic Time Module Assignment due Day 4 of Week 9 Initial Discussion Post Due Day 5 of Week 9 Response Post Due Day 7 of Week 9 Complete Checkpoints/Sketches for Lesson 9	Chapter 8

Imperial Valley College Course Syllabus – Geology 110: Earth and Space Science

Oct 20-26	Lesson 9: Oceans and Coastlines Module Assignment: none this week Initial Discussion Post Due Day 5 of Week 10 Response Post Due Day 7 of Week 10 Complete Checkpoints/Sketches for Lesson 10	Chapter 13
Oct 27-Nov 2	Lesson 10: The Atmosphere Module Assignment: none this week Initial Discussion Post Due Day 5 of Week 11 Response Post Due Day 7 of Week 11 Complete Checkpoints/Sketches for Lesson 11	Chapter 14
Nov 3-9	Lesson 11: Weather Systems Module Assignment: none this week Initial Discussion Post Due Day 5 of Week 12 Response Post Due Day 7 of Week 12 Complete Checkpoints/Sketches for Lesson 12	Chapter 15
Nov 10-16	Final Exam on November 11 from 1:30-3pm in room 2733; Class Notebooks Due Chapter's 7,8,13-15	
Nov 17-23	Field Trip to the Salton Sea area	Field Trip
Nov 24-30	Thanksgiving Break	Break
Dec 1-7	Course Project Due: 30 slide presentation by 11:59 pm on Monday, Dec 8	
Dec 8-12	Enjoy your break!!	