

Basic Course Information

Semester	Fall 2020	Instructor Name	Steven Williams
Course Title & #	GEOL 110 – Earth and Space Science	Email	steven.williams@imperial.edu
CRN #	10061	Webpage (optional)	
Classroom	Online	Office #	NA
Class Dates	8/17/20 to 12/12/20	Office Hours	ConferZoom – Tuesdays and Thursdays from 5:00 to 5:30pm
Class Days	Online	Office Phone #	NA
Class Times	NA	Emergency Contact:	Ofelia Duarte (Science Dept) at 760-355-6155
Units:	3.0		

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.

The Earth is diverse and dynamic, featuring volcanoes, earthquakes, tsunamis, landslides, floods, weather, climate, hurricanes, tornadoes, and so on. In order to understand what is going on in our natural world and which aspects directly affect us, we need to study past events in the earth's history to help us comprehend what has happened and begin to predict future events. 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 and make new oceans. 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.

This class meets once a week and is taught using a hybrid approach, partly as a normal lecture in the classroom during our normal meeting time, and partly as an online course, which you do on your own outside of class. During this time outside of class, you are required to complete online quizzes and other possible assignments for that week. There are online materials to help you complete the investigations and to prepare you for online quizzes, but the book is your best resource.

Coarse Prerequisite(s) and/or Corequisite(s)

None

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 Objectives

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 millions 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

We will be using Open Educational Resources (OER) textbooks this semester. I will provide links to the online textbooks that we will be using for each of the topics we will cover during the semester.

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. 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.

Canvas is where course content, grades, and communication will reside for this course. This course has been divided into 14 modules. Each module covers 1 chapter from the book and contains chapter objectives, readings, lecture videos, chapter summaries, chapter key words, and assignments. You should plan on completing one module per week to stay on track for this course.

All electronic files must be submitted in word (.doc, .docx) or rich text file (.rtf) format, or(.pdf) unless otherwise stated. I CANNOT open .pages files. Files in formats other than doc, docx, rtf or .pdf will be returned to the student and additional handling charges (lost points) may apply.

If you cannot find an answer to a question or are not sure what the question is asking contact me BEFORE you submit your assignment. I can help you find the correct answer. It is not a good idea to ask another student as they may not have the correct answer – so email me. If you submit a question without an answer you will be marked incorrect.

The best way to proceed with this course is to:

- Carefully read all aspects of each Module – Each Module has a **Module Overview** that introduces the module topic and a **Module Information** that contains class notes, lecture with slides and assignment and any other reading material.
- Read the assigned readings and complete the **Module Assignments**
- Participate in any **Module Discussions**
- Take the **Module Quiz**

Be sure to read the assignments thoroughly and answer them in your own words, brief but complete. The questions may come from the chapter in the text including figures or the class notes. Some questions are thought questions. The answer for thought questions may not appear in black and white on the pages but instead you will have to think about the material presented in the module to formulate your answer.

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. We will not have enough time to cover everything there is to know about the earth system in one semester. 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 outside preparation and reading. It will be impossible to cover all issues in the textbook during class time.

Because this is an online course there is a little more flexibility in when assignments are completed; however, there are still weekly deadlines. Readings and assignments should be completed and turned in **by the following Sunday at 11:59pm**. For instance, for the week of August 26-30 work needs to be turned in by September 1st.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

What if you need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you would like access the WiFi at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WiFi by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

Course Grading Based on Course Objectives

Grading: Your grade for this course will be comprised of chapter questions, exams, written papers, and other class assignments.

- Assignments. Assignments will occur throughout the semester for each module. These assignments will cover the main topic of the module. Some assignments will be watching a video and answering questions about the video. Others will be an online activity such as locating asteroid impact craters, locating earthquakes and determining the size of the earthquake, etc.
- Online Quizzes: Quizzes for every module that we cover will be posted on Canvas. The quizzes will cover information from the textbook and from any online materials. Each of the online quizzes will be worth between 10 and 20 points. See the *Quiz Schedule* at the end of this syllabus for due dates. You can use the OER textbook or your notes to answer these quizzes, but not another person. Each quiz will have a time limit of 30 minutes (and two attempts), which will not be enough to look up every answer from scratch during a quiz. In other words, you will need to read the textbook, view online materials, and study your notes *before* beginning the time-limited online quiz. Quizzes close on Saturday night at 11:59pm of each week. **No late or make-up quizzes.**
- **Late work is not accepted.** There are **no make-ups** on tests or assignments. In the event of a college-approved absence or a significant medical problem please contact the instructor *prior* to the due date to discuss making up a missed exam or assignment. Neither family vacations (even with a note from your parents), nor friends' weddings, the dog ate my laptop, nor accidentally sleeping in justify make up work. It is the student's responsibility to **monitor** their grade in Canvas, **notify** the instructor of any discrepancies on the grade (within 1 week of that grade being added).

- **Exams:** There will be a mid-term and a final exam. Exams will be worth 100 points each. Exams will cover material presented in the class, textbook, homework, quizzes, and class discussion. Exams must be taken on the scheduled day. You will have 2 hours to take each exam and a 24-hour window to take the exam. The exams will be open book, open Google, open notes, etc. If for some unforeseen reason you cannot take the exam on the scheduled day, please contact me to arrange an alternative time.
- **Term Paper:** A term paper on a topic covered in this class (earthquakes, volcanoes, geologic processes, climate, or other related topic) is required for this class. The term paper is due the last day of class. The research paper will be worth 100 points. You must submit one research paper. These reports must be at least 5 pages, double spaced, typewritten, with properly referenced and appropriate visual attachments (such as maps and diagrams) if needed. ***This work must be done on your own.*** The Zotero website can help with referencing in your paper <https://www.zotero.org/>.

Due Dates: The above assignments have specifically defined due dates as noted in the Course Schedule and Quiz Schedule later on in this syllabus. It is your responsibility to consult the Lecture Schedule and Quiz Schedule 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 work will be weighted equally, that is, I will add up all your scores and determine the percentage from the total points possible. Exams will be curved based on the overall performance of the class. The grading scale is as follows:

A = 88 – 100%
B = 75 – 87.9%
C = 60 – 74.9%
D = 50 – 59.9%
F = <49.9%

I want to emphasize, it is important to do all of the assignments and turn your work in complete (demonstrating knowledge of the topic) and on time. You will do well in this class if you do this.

All scores will be posted on Canvas. *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.

Dates for Withdrawals: There is a course withdrawal deadline. Check the IVC 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 college does not allow instructors to assign a grade of “I” simply because a student has quit attending classes and/or completing assignments.

Attendance

Each student is expected to attend all classes. It is the student's responsibility to inform the instructor of an excused absence as soon as possible. Absences for emergency situations may be excused unofficially by the instructor. Instructor-excused absences must be obtained *prior to or on the day of the student's absence*. It is the student's responsibility to inform the instructor of an upcoming excused absence as soon as possible. *There will be absolutely no make ups for unexcused absences.* Please contact the instructor if you have circumstances arise that conflict with attending class. Please do not contact the instructor *after* any unexcused absence (re-read this paragraph if necessary).

- A student who fails to attend the first meeting of a class or does not 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 General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absence exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped. ***It is your responsibility to drop the class.***
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Classroom Etiquette

- Class Disruptions: These disruptions are defined as activities that distract the instructor or other students from the course content. Such activities include talking or whispering, cell phones ringing, tardiness or whispering about another tardy student, noisily preparing to leave the class prior to the end of the period, etc. Disruptive students will be asked to leave the class. Students who disrupt or interfere with a class repeatedly may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Audio/Visual Recording: Neither audio nor video recording will be permitted except under special circumstances prescribed by the DSPS. You are also not allowed to use the camera in your phone to record pictures or video, without express consent of the instructor.
- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor. This includes text messaging. If your work situation requires that you be on-call, please notify the instructor prior to class.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

- **Use of Laptops in the Classroom:** You are not permitted to use laptops in class during lectures or during work on lecture assignments/checkpoints/exercises from your class handbook (one exception is if you are using an electronic book for class, then you are permitted to use your laptop only during work out of the class handbook). You may use your laptop during breaks only as long as you are not disturbing your neighbors. If you use your laptop during lecture you will lose all in-class points for the day; and if you continue to use your laptop during unauthorized times or are disrupting other students you will be asked to leave the classroom. If it is essential that you use your laptop to take notes during lectures, please see me about this and we can possibly work something out.

How do I act differently if I have an on-ground class during COVID?

- 1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
 - a. Even if your symptoms are mild, stay home.
 - b. Email your instructor to explain why you are missing class.
 - c. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.
 - d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
 - e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
- 2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**
 - a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
- 3. BRING A MASK TO CLASS (and always wear it).**
 - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
- 4. GO DIRECTLY TO YOUR CLASSROOM.**
 - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.
- 5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
 - a. Your classroom is equipped with cleaning supplies. Use them as needed.
- 6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
 - a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
- 7. BRING YOUR OWN FOOD AND DRINKS.**
 - a. There is no food service currently offered on campus.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (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 (!!!!)].

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

- 1) Be RESPECTFUL**
 - a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.
- 2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**
 - a. People walking around and pets barking can be a distraction.
- 3) EAT AT A DIFFERENT TIME.**
 - a. Crunching food or chugging drinks is distracting for others.
 - b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.
- 4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**
 - a. It is hard to see you in dim lighting so find a location with light.
 - b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.
- 5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**
 - a. If you are using the camera, show your face; it helps others see your non-verbal cues.
 - b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.
- 6) Be READY TO LEARN AND PAY ATTENTION**
 - a. Catch up on other emails or other work later.
 - b. If you are Zooming, silence your phone and put it away.
 - c. If you are in a room with a TV – turn it off.
- 7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**
 - a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.
- 8) REMEMBER TO UNMUTE WHEN SPEAKING**
 - a. Follow your instructor’s directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
 - b. Do not speak when someone else is speaking.
- 9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**
 - a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
 - b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.
- 10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**
 - a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is to take and present as one's own work 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 correctly 'cite a source', 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. Anyone caught cheating 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) use of a commercial term paper service.

How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment
- Allowing someone else to copy your answers on a quiz, test, exam, or
- Having someone else take an exam or quiz for you
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others)
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own
- Excessive revising or editing by others that substantially alters your final work
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class)
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Additional Student Services

Earth science is probably a very new concept to most students. There is a lot of information to absorb and we are only touching the tip of the iceberg. If you are having difficulty understanding the course work, please contact me immediately. My job is to help you get the most out of this class and hopefully take something from it that will help you in the future. You cannot receive help if you do not ask.

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

- [Learning Services](#). In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- [Career Services Center](#). The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- [Child Development Center](#). The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

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. When campus is open, the DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them 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.

- **Student Health Center**. A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128, or when campus reopens, visit Room 1536 for more information.
- **Mental Health Counseling Services**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355-6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

Student Rights and Responsibilities

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

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.

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

Anticipated Class Schedule / Calendar

The following schedule is tentative. Depending how the class discussions proceed, the schedule may change.

Date or Week	Activity, Assignment, and/or Topic	Tests
Week 1 – August 17	Module 1 – Introduction to Earth Science	
Week 2 – August 24	Module 2 – Earth in Space	
Week 3 – August 31	Module 3 – Near Earth Objects	
Week 4 – September 7	Module 4 – Plate Tectonics	
Week 5 – September 14	Module 5 – Earthquakes	
Week 6 – September 21	Module 6 – Rocks and Minerals	
Week 7 – September 28	Module 7 – Volcanoes	
Week 8 – October 5	Module 8 – Geologic Time	
Week 9 – October 12		Mid-term exam
Week 10 – October 19	Module 9 – Landslides	
Week 11 – October 26	Module 10 – Oceans	
Week 12 – November 2	Module 11 – Atmosphere	
Week 13 – November 9	Module 12 – Weather Systems	
Week 14 – November 16	Module 13 – Earth’s Climate Systems	
Week 15 – November 23	Thanksgiving – No Class	
Week 16 – November 30	Module 14 – Global Climate	
Week 17 – December 7		Final Exam – Term Paper Due

*****Tentative, subject to change without prior notice*****