

**GEOLOGY 101: INTRODUCTION TO PHYSICAL GEOLOGY, Sections A & B**  
**Spring 2013 SYLLABUS, PART 1- CLASS LOGISTICS**  
**Instructors: Kathryn Hoppe & Stephanie Jaeger**

**Section A (Item # 4459):** Meets in SC 101 MF 9:00-9:50 & W 8:00-9:50, & SC 111 **T 8:00-9:50**

**Section B (Item # 4463):** Meets in SC 101 MF 9:00-9:50 & W 8:00-9:50, & SC 111 **Th 8:00-9:50**

Info for **Kathryn Hoppe:**      **Office Hours:** M 3:00-4:00 & MTWTh 11:00-noon, or by appointment  
**Office:** SC 221                      **Phone:** 253-833-9111 (ext. 4323)      **E-mail:** [khoppe@greenriver.edu](mailto:khoppe@greenriver.edu)

Info for **Stephanie Jaeger:**      **Office Hours:** M 10:00-11:00, & F 10:00-10:30 or by appointment  
**Office:** SC 202                      **Phone:** 253-833-9111 (ext. 4071)      **E-mail:** [sjaeger@greenriver.edu](mailto:sjaeger@greenriver.edu).

**Class Web Site:** <http://www.instruction.greenriver.edu/khoppe>

The following **TEXTBOOK** is required: **Chernicoff, S. and D. Whitney, Geology, Fourth Edition; schedule.** Also, an on-line study guide linked to the book is available at [http://wps.prenhall.com/esm\\_chernicoff\\_geology\\_4](http://wps.prenhall.com/esm_chernicoff_geology_4).

*Welcome to Geology!*

Almost every day, the news report on events such as the recent landslide on Whidbey Island or on geologic events such as floods, earthquakes, tsunamis, or volcanic eruptions around the world. Knowledge of the processes that cause these events helps us to understand the impact of such events.

Some of the topics we study in geology include: What is the chance of having an earthquake larger in magnitude than the Nisqually earthquake that occurred on February, 2001? When will Mt. St. Helens or Mt. Rainier erupt again? How often do tsunamis devastate the Pacific Northwest? Why do we have earthquakes and volcanoes in the Pacific Northwest? How will global warming alter life in the Puget Sound region? What causes landslide to happen? How likely is it that the Green River (or other rivers around Washington) will flood?

This quarter we will focus on three major goals:

1. **To develop and improve our understanding about how the Earth's systems work.** We will examine how our world works in this class, and we hope that you will gain a better understanding of the issues that need to be addressed in order to maintain a sustainable economy.
2. **To develop a general knowledge of geology** so that when statements are made in the press, you will be able to evaluate their claims.
3. **To develop skills to work efficiently with peers to solve problems and answer open-ended questions.** We hope that the skills you learn in this class will carry over into your other classes and into your daily lives.

To accomplish these goals and assess students' progress there will be a variety of instructional activities including: 1) lecture-discussion sessions and group problem-solving where students will be asked to interpret geological problems and apply the information presented in lecture, 2) laboratory work, including in-class field trips, where student will make observations and interpret their significance to the geologic problems posed in lab.

## Evaluation/Grades

### GRADING SCALE:

1. Exams: Midterm Exams (Best 2 out of 3) and Final Exam	50%
2. Laboratory Exercises, Field Trips, & Rock ID Exam	30%
3. Homework, In-class Exercises, & Group Discussion Problems	10%
4. Quizzes	10%

Final Grade: If you score above 90%, your grade is in the "A" category (3.5-4.0) and if your score is between 80% and 90% your grade is in the "B" category (2.5-3.5), etc. However, if we give a difficult exam and/or the average score for the class as a whole is low, we may curve the grades so that the average grade is not below a 2.0.

At the end of the quarter the grades from the exams, labs, group discussion problems, and the quizzes, will be averaged according to the weighting factors shown above to determine the final grade. If you have questions about your grade, please let one of us know.

**Note:** In order to receive full credit on all assignments you must put your first name (or preferred nickname) and your **full last name** on each assignment. Also, regular attendance to class and participation in class discussions are important parts of this course. Thus, if you miss more than 10 days of class, you may receive a grade of 0.0.

**1. EXAMS:** There will be 4 in-class examinations during the quarter. Exams dates are shown on the class schedule. Exams may consist of multiple choice, short answer/objective, and/or essay questions. **There are no make-up exams**, but the lowest grades of the first three exams, will be dropped. **You must take the final exam (= Exam #4)**. *Exam # 4 will be cumulative.*

**2. LABORATORY:** You should bring a pencil/pen to every lab session. We have two lab modes: in the classroom and field trip. On field trip day(s), you will need to wear comfortable footwear that does not have slick soles and something to protect you from the rain. **Labs due dates are due one week from the date they are 1<sup>st</sup> handed out** unless stated otherwise. Labs must be turned in by 3:00 pm on the day they are due. If you cannot hand your lab directly to me, you must place it in the SC office drop box. After 3:00 they will be counted late. Late labs will be graded -10%. Late labs will not be accepted after graded copies are handed back to the class. There are no make-up labs, but samples from labs will be available for viewing in room in the geology study room SC 110. You are encouraged to work with your classmates on labs, **but you must examine all samples yourself, individually complete your own paper, and write your answers in your own words in order to receive credit for the lab.** Your lab grade will also include your grade on the Rock Identification Exam. Check your schedule for the dates of this exam.

**3. HOMEWORK IN-CLASS EXERCISES, & GROUP DISCUSSION PROBLEMS:** We have found that students get more from this course and have more fun if we use some of the class time to investigate the Earth rather than just have me talk/lecture about the Earth.

For *in-class group discussions*, you will break into groups and work on the solution to an open-ended problem. You and your group will discuss the situation and submit one written answer by the end of the class. Only those present will receive credit for these problems. Missed in-class assignments cannot be made up, but some of the points can be made up by turning in extra credit assignments (see section labeled "extra credit" below).

**4. QUIZZES:** To make the group discussion problems work, each person must be prepared when she/he comes to class. We do not expect you to know the answers to the group questions if you have no background, so it is important that everyone read the text prior to our lecture/discussion of the topic.

Reading Guides to help you read the text are posted on the website and will be handed out in class. These guides will be distributed at the beginning of each unit. We will have a quiz over the information in the Reading Guides on the dates noted in bold type on the Class Schedule and up to 2 additional dates throughout the quarter. You may use Reading Guides with your own hand written responses and any handwritten notes that you have generated on the quizzes. The quizzes will primarily cover the information in the Reading Guides, but we may also give you a couple additional quizzes over material covered in lab or lecture. You are welcome to ask me questions about parts of the Reading Guide that you do not understand or could not find in the text. The quizzes will be worth 10 points each. Quizzes will usually be conducted during the first ten minutes of class. If you are late to class you will either miss the quiz or have less time to complete the quiz. There are no make-ups if you miss a quiz, but your lowest quiz score will be dropped.

**5. EXTRA CREDIT:** You may earn extra credit points by writing a legible one-paragraph summary (approximately 100 to 150 words) on a current news report relating to a geological subject. The news must have been reported in a reputable mainstream newspaper, magazine, or the web-site of a television or radio news show. No Blog entries accepted. The news report must be less than 4 days old and at least 200 words in length. You must *reference the original news report and bring a copy of the text of the original story*. You can receive credit for a maximum of 3 news summaries (for up to 4 points each), but you can only turn in a maximum of 2 extra credit summaries in one week. All extra credit must be turned in by the last scheduled day of lecture.

### **Content Specific Learning Outcomes:** (Student Achievement during the course)

This course has five primary goals:

1. You will correctly apply information presented during the lectures to the solutions of open-ended questions.
2. You will correctly identify common rocks and the processes that form them along with relative age history principles to discuss the history of a geological map.
3. You will make observations (in class and on field trips) and correctly link those observations to information from the course.
4. You will correctly use a computer to analyze or obtain geological data.
5. You will develop skills to work effectively with peers in finding solutions to geological problems

These outcomes will be demonstrated by: 1) successful achievement on lab quizzes and exams; 2) reports from experiences in the laboratory and on field trips; and 3) responses to in-class questions.

**Campus-wide Learning Outcomes:** Green River Community College has identified ability areas that we believe encompass knowledge and are the most important skills that students will need in order to be successful after leaving college. This course will focus primarily on developing one of these outcomes:

Critical Thinking Ability.

You will be asked to examine your geological thinking by:

- 1) Explaining your ideas to open-ended questions (in some cases we ask that students defend their choice of more specific answers)
- 2) Observing geological features on field trips and applying them to questions posed in the lab
- 3) Applying information from lecture to problems presented during class
- 4) Students must apply their knowledge of how various rocks form and knowledge of relative age principles.

These outcomes will be demonstrated by student responses to answers on examination, lab quizzes, lab reports from in-lab exercises/field trip(s), and in-class group discussion problems.

### **Learner Responsibilities:**

- We expect you to be present in class each day.
- We expect that you will treat all the students in the class and me with respect. Please, **no music players, game players, or portable phones/audible pagers** (unless you check with me before class and it is an emergency).
- We expect that you will be prepared for class each day and that you will have read the assigned material for that day.
- We expect that you will not talk to other classmates during class, unless we have divided you into groups for the purpose of discussion. If you have a question about the class material please raise your hand and I'll answer your question directly.
- We expect that you will be ready to start class at the beginning of the class time and will remain in the class until the end of the class period.

## Characteristics of an "A" Student:

Sometimes when a student is not doing as well in this course as they would like we hear the question, "What do I have to do to get an A?" There is no easy answer to that question, but we hope the discussion below will help you.

Although excellent students are not all the same, the following are characteristics that we have noted which are almost always present in "A" students:

- They attend class every day. Absence rates among "A" students are usually very low.
- They understand the material rather than relying upon memorization for the test. They are able to apply ideas learned in other parts of the class (and other classes) to the issues they are studying.
- They are prepared for class. They have read the assigned material before the class session and are ready to ask questions and discuss the material. Their work is on time and neat.
- They have the attitude that the primary responsibility for their learning is their own, not the instructor's. These students will do well in spite of the particular instructor in a class.
- They work well in groups. They have good communication skills and are willing to listen to the ideas of others.
- They study actively. They do not just sit and read the text. They use the study guides provided. They outline, take notes, and solve problems as they read. This helps their retention and understanding of the material.

## Policy on Late Assignments and Labs:

**Labs are due one week from the date when they are 1<sup>st</sup> handed out**, unless stated otherwise (for example, accommodations are made for holidays). Other assignments will also be given out during the quarter- the due dates of these assignments will be announced in class when they are handed out.

Labs and other assignments must be submitted in person to me or dropped in the SC building class work mail slot (next to SC 227) by 3 PM the day they are due or they will be marked late. *All assignments dropped in the mail slot must include your lab instructor's name.* Do not use class time to complete a laboratory assignment. **If we see you working on a late assignment during lecture or lab, we will collect the assignment at that time.**

Late assignments will be graded -10%. **Any late lab paper must be submitted to me before we return the graded papers to the other students.** We will not accept labs that are submitted after we have returned to the lab papers to the other students.

## Policy on Cheating:

In this course you will be working in groups and by yourself. Individual assignments, such as most of the labs, may be discussed in a group, but **must be written individually.** Lab assignments or other individual assignments that are not completed individually will receive a grade of zero. Do not give your paper to someone else! Exams are closed book, closed notes, and obviously are to be your own work. You may use your Reading Guides to help you during quizzes, but quizzes must be taken individually. If individuals are found to be cheating, their names will be given to the Dean of Instruction for further action that may range from no credit in the exam/assignment to removal from the college.

### **Policy on Visitors in Class:**

Faculty members at GRCC have been directed to not permit children of students to attend classes. We understand that sometimes it is very difficult to make daycare arrangements. However, the policy from our administration is very clear and we will have to enforce the rules. If a person is over 16 and would like to attend the class, please see me several days ahead of the class sessions to obtain permission.

**Special Needs:** If you believe you qualify for course adaptations or special accommodations under the Americans with Disabilities Act, it is your responsibility to contact the Disabled Students Services Coordinator in the Lindbloom Student Center (Room 271A, phone ext. 2318) and provide the appropriate documentation. If you have already documented a disability or other condition that would qualify you for special accommodations, or if you have emergency medical information or special needs, we should know about, please notify K. Hoppe during the first week of class. You can reach me by phone at 253-833-9111, extension 4323. Or, you can schedule an office appointment to meet me in SC 212 during my office hours or at another mutually determined time. If this location is not convenient for you, we will schedule an alternative place for the meeting. If you use an alternative medium for communicating, let me know well in advance of the meeting (at least one week) so that appropriate accommodations can be arranged.

### **Cell Phone / Electronic Device Policy**

To reduce disruptions, and out of respect to the instructor and students, students are not allowed to use cell phones in class. Please *turn off* (or turn to “silent”) *all non-note taking devices* (wireless devices, music players, cell phones, etc.) *before* entering the classroom and keep them *stored out of sight* in your backpack, purse or pocket. Cell phones should not be used during class at any time. Usage includes answering the phone, making calls, sending and receiving text messages, browsing the internet, listening to music, taking or looking at photographs or using the phone as a calculator or timer. You might be asked to leave class for the day if you fail to follow these policies.

If there is an extenuating circumstance (e.g. on-call at work, family emergency) that requires you to be in contact via voice/text messaging, inform the instructor at the beginning of the class period. Any voice/text messaging in that case must be conducted outside of the classroom, being as silent as possible out of respect to fellow classmates and the instructor.

**Cell phones, electronic music players, and all other electronic devices are not allowed to be present during class. Anyone seen with a cell phone or other electronic device during the exam will fail the exam with a grade of 0.** If you have your cell phone with you during an exam it should be put in the very bottom of your backpack/purse/etc. and *never* be taken out. **If we see anyone using a cell phone/electronic device (other than a calculator) during a group activity, the whole group will be marked down by 20%. If you use a cell phone during lab time, then your lab will be marked down by 20%.**

### **A FINAL NOTE**

We sincerely believe that all of us can be a resource in this course. We hope you will ask questions, initiate discussion, and take an active part in making our lectures more like discussions. In this way, we will all learn more!