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Office: Rm. 305, Miller Science Building  
Office Hours: Mon: 11-12 am, 1-5 pm; Tues: 10-11 am, 2-4 pm; Wed: 11-12 am; Thurs: 10-11 am. Come by any time during office hours, or call or email me to ask questions or schedule an appointment.

Class meeting time and place: Lecture: MW 10 - 10:50 am; Lab: Wed. 2:30-5 pm; Miller Rm 330.

TEXT: Structural Geology of Rocks and Regions, 3rd Ed., by Davis, Reynolds and Kluth (ISBN 978-0-471-15231-6). This course also requires a lab manual which is available in the main campus bookstore. The lab also requires a packet of drafting materials (see below) available in the bookstore.

OBJECTIVE: This course is a comprehensive introduction to structural geology—the study of rock deformation of all types. You will learn about faults, folds and other types of deformation, much of which occurs at plate boundaries.

GRADES:  
• LAB (50%)  
• LECTURE (50%): Two 1-hour exams worth 14.5% each (for a total of 29%), plus a comprehensive Final Exam (19%), plus 2% for attendance and participation.

Approximate grade scale: 90–100 = A; 80–89 = B; 70–79 = C; 60–69 = D; 59 or less = F

IMPORTANT DATES:
FIELD TRIP: April 12 – 15

• Test 1: Week of Feb. 23  
• Test 2: Week of April 6  
• Final Exam (comprehensive): Mon., May 7, 10:30 am – 12:30

Tests 1 and 2 will be given outside of the lecture time slot.

Most of the following topics will be covered, though the order may vary:

<table>
<thead>
<tr>
<th>TOPIC &amp; Text Chpt.</th>
<th>~ % of time</th>
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<tbody>
<tr>
<td>Intro/Primary Structures (1, 3)</td>
<td>15 %</td>
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<tr>
<td>Folds (7)</td>
<td>20 %</td>
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<tr>
<td>Faults (6, 8)</td>
<td>35 %</td>
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<tr>
<td>Foliation / Lineation (9)</td>
<td>15 %</td>
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<tr>
<td>Shear Zones (10)</td>
<td>10 %</td>
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<tr>
<td>Joints (5)</td>
<td>5 %</td>
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<td>If time permits: Rock Mechanics (2, 4)</td>
<td>?</td>
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<tr>
<td>Additional topics</td>
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Make-up exams are given only for documented excused absences. See me immediately if you miss a test!

TEXT READING: Please read assigned sections from the textbook before coming to class. You are not responsible for everything
in the text, but I want you to assimilate the main points; therefore, I may ask some test questions that come directly from the book. Most test questions, however, will come from the lecture. Reading the textbook will improve your understanding of everything presented in the lecture, however, and therefore should improve your understanding of the material. The textbook covers topics in greater detail than I am able to do in the very limited amount of time we have in lecture.

**ATTENDANCE.** In the classroom I will present some material that is not in the textbook. Since the tests will be primarily over the lecture material, it is very important to attend all lectures. Therefore, I consider lecture attendance mandatory, and will take attendance into account at the end of the semester. Attendance and participation in class counts for 2% of your grade.

Regarding attendance, I have heard this ‘logic’ expressed: “Why should I come to class if I can get the lecture notes from someone else?” There are important reasons why you need to attend class. If you are not in class, you miss the context in which the material was presented. You don’t hear the emphasis given to words or phrases. You don’t see the professor waving his arms to emphasize a point. And most important, you don’t hear the professor’s spoken comments about the material. Those verbal asides may be very helpful in clarifying the material. Students who are in class will hear and hopefully remember that information—but someone who just copies the notes misses most of that.

The result is that whenever you skip a class, you are inevitably lowering your own grade.

**NOTE:** Please get your DRAFTING MATERIALS from the bookstore in the University Center. These are specialized drafting items that are not usually available anywhere else in Nacogdoches. I strongly suggest that you do not try to order the items off the internet or buy what you think are similar materials from local stores. You will waste hours, save only pennies and inevitably get many wrong items. The people at the bookstore have gone to great lengths to assemble these specific materials for this class. You will use these drafting items not only in this class, but also in Field Methods, at Summer Field Camp and during your career.

**IMPORTANT:** If you accumulate more than 4 unexcused lecture absences, your grade may be lowered to the next lower grade (example: a C might become a D). Also, if you have more than 2 absences, then you start to loose part of the 2% of your grade listed as “Attendance”. If you have several absences, you loose all of that 2%.

If you have missed a class and have an excused absence or a valid reason for missing, tell me about it after class on the next class day and I may be able to excuse the absence.

Bring your drafting materials, calculator and lab manual to every lab!
(If you do miss a lecture, ALWAYS get the notes from someone because those notes are better than nothing!)

TARDINESS. If you come late to class it is disruptive to the professor and to your classmates. Therefore, please do not be late. This means you need to anticipate the usual parking problems that are part of life at SFA (and most other universities). Note: Two tardies count as one absence.

INSTRUCTIONAL METHODS. Most of what I want you to know will be presented during classroom lectures. Please feel free to ask questions at any time. I like questions because they stimulate discussion and help clarify concepts for everyone.

REQUIREMENTS. All labs, cross-sections, and field trip assignments must be completed in order to pass the course.

FIELD TRIP. This course has a required field trip to look at spectacular faulted and folded rocks in Oklahoma. You will see great exposures of classic outcrops of structurally deformed rocks. Geology groups from all over the country come to see these outcrops. Note: If you miss the field trip you will receive an incomplete for the course and have to make it up the following Spring!

ELECTRONIC DEVICES. Laptops or other computers, cell phones, iPods, iPads, cameras, camcorders and all other electronic devices CANNOT BE USED DURING LECTURE OR LAB and must be turned off and put away. This is because we have had problems with students surfing the web, texting, facebooking, emailing, playing games, listening to music, etc., during class time!

Of course, all electronic devices must be turned off and put away during tests. Failure to observe this rule may result in an F for a test!

I think structural geology is fascinating and I hope you have fun learning about it this semester!

The Fine Print: Policies and Pedagogy

(No questions will be asked about the information below)

COLLEGE AND UNIVERSITY POLICIES:

DISRUPTIVE BEHAVIOR. A studious atmosphere must be maintained in the classroom so that everyone can concentrate on the material being presented. Disruptive behavior, including but not limited to, whispering and talking, repeatedly making noises, using electronic devices such as cell phones, will not be tolerated if it disturbs your classmates or the professor. Here is the university’s statement on:

“Acceptable Student Behavior” Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate / inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Integrity (4-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Pedagogical Statement for Structural Geology:
Number of Credit Hours: Three

Course Prerequisites and/or Corequisites: GOL 131

Course Objective
The objective of this course is to teach students the principles and applications of structural geology.

Student Learning Outcomes:
Upon completion of this course, students should demonstrate mastery of basic structural geology by being able to, for example:
1. Identify the probable type of stress that created a structure.
2. Determine original "tops-up" from sedimentary or volcanic facing indicators.
3. Recognize different types of faults.
4. Recognize different types of folds.
5. Determine sense-of-shear in mylonites.

Program Learning Outcomes (generalized; not applicable to every class):
1. Demonstrate knowledge of fundamental geologic concepts (such as Mineralogy, Petrology, Structural Geology, Stratigraphy, Geophysics and Geochemistry; or in this case, Oceanography). (Concepts)
2. Execute geologic procedures and methods accurately, appropriately and efficiently. (Skills)
3. Apply principles of logic and reasoning to develop and analyze geologic problems. (Logical - Reasoning)
4. Demonstrate competence in using various geologic tools, including technology, to formulate, represent, and solve problems. (Critical thinking - Problem Solving)
5. Demonstrate proficiency in communicating geologic information in an appropriate form to the expected audience. (Communication)