Instructor: Dr. Mike Read  
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Phone: 936-468-2095  
Office: Miller Science Building, Room 303  
Office Hours: Tuesday: 9:00 am-11:00 am; Wednesday: 11:00 am-Noon; Thursday: 9:00 am-11:00 am  
Department: Earth Sciences & Geologic Resources

Course Materials: Every student enrolled in this online course is required to purchase a GEOL 1103 – Introductory Geology Laboratory Kit from SFA Barnes & Noble. These kits will be used daily for mineral and rock content and quizzes and for lab practical exams. They will aid in learning the physical properties of minerals and rocks and in their identification. Order these kits now or pick them up on campus so that they will be available when you begin the course content. You can either search for the course materials using the lab info GEOL 1103 or search for the ISBN 13: 2818440058219

Course Description: 4 semester hours. Designed for the student with no geology background. Introduction to the study of minerals, rocks and the processes that modify and shape the surface features of the Earth. Focus on energy, mineral and water resources; volcanism; and other practical aspects of geology. Required lab fee.

Program Learning Outcomes: There are no specific program learning outcomes for this major addressed in this course. It is a general education core curriculum course and/or a service course.

General Education Core Curriculum Objectives & Outcomes: The student is expected to develop the following core objectives established by the THECB.  
CO 1. Critical Thinking Skills – creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information. (SLO 1-4)  
CO 2. Communication Skills – effective development, interpretation, and expression of ideas through written and visual communication. (SLO 4-5)  
CO 3. Empirical and Quantitative Skills – manipulation and analysis of numerical data or observable facts resulting in informed conclusions. (SLO 1-2, 4)  
CO 4. Teamwork – the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (SLO 3-5)

Student Learning Outcomes for Lecture & Lab: After successful completion of this course students will be able to:  
SLO 1. Demonstrate an understanding of fundamental geologic concepts as it relates to Earth processes and landscape evolution through geologic time. (Critical Thinking, Empirical and Quantitative Skills)  
SLO 2. Use quantitative reasoning to interpret geologic data (tables, figures, graphs) from primary research, data assimilation and models to assess the differences in competing scientific theories associated with rock formation. (Critical Thinking, Empirical and Quantitative Skills)
SLO 3. Demonstrate knowledge on the interdependence of science and technology and the influences geologic reasoning associated with identifiable and testable hypotheses of geologic processes. (Critical Thinking, Teamwork)

SLO 4. Critically assess the interrelationships between geologic phenomena and communicate the resulting conclusions in visual and written formats. (Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork)

SLO 5. Demonstrate an understanding of the skills and attitudes necessary for effective teamwork in collaborative learning activities. (Communication, Teamwork)

The U.S. Department of Education Definition of the Credit Hour: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester of credit. This class is a 3-credit hour course and has a weekly requisite lab where students will gain hands-on experience with earth materials, gathering and analyzing data, communicating their findings and working as a team to explain scientific processes.

Course Time: Remember, you are expected to spend the same amount of time on online courses that you would spend for F2F (face to face) courses. That is, expect to spend three hours per day on the lecture portion and two hours per day on the laboratory portion. In addition, reports for success indicate that two to three additional hours (per credit hour) be spent—-independent of whether the class is online or F2F. In other words, 16 hours/week should be spent on lecture content and 16 hours should be spent on lab content. Many of you are working, have families, or taking other classes, so your time is limited. I have experienced the same, so I understand your position.

Grading Breakdown & Policy:
Examinations: 3 @100 points (300 points total)
Quizzes: 10 highest out of 11 given @10 points (100 points total)
Worksheets: 5 highest out of 6 given @10 points (50 points total)
TOTAL = 450 pts
Grades will break down as follows:
A = 405-450
B = 360-404
C = 315-359
D = 270-314
F = 269 and below

The laboratory is a separate 1-hour credit, and lecture is a separate 3-hour credit. However, they are co-requisites (meaning the initial attempt requires simultaneous enrollment). You must pass both (> 60 average) to receive credit for a laboratory science. For example, if you have an 85 average in lecture, you would receive a B for completion of the 3-hour lecture portion. However, if you have a 55 average in lab, you would receive a F for non-completion of the required 1-hour lab. University requirements are that both (lab and lecture) be successfully completed. Check the requirements of your College to determine if you should repeat only the portion that was failed or both portions (lab and lecture).
You must take the Get Started Quiz and Cheating & Plagiarism Quiz in the lecture content and the Get Started Quiz in the lab content by **September 1st at midnight**. These assessments do not count toward your average grade, but you will be unable to advance in either until you complete them.

On the weeks indicated on the Semester Calendar, a quiz is designed to test your knowledge of Module content. Quizzes typically contain ten objective questions and have a brief duration. As with the examinations, time limit is strictly enforced with a penalty of five points per extra minute taken. These quizzes can be completed in the time allotment if you are prepared, and you can view the correct quiz answers after completion.

**Dependable internet connection**: Especially when taking quizzes or exams, always rely on a dependable internet connection. I do not recommend taking an assessment via your phone or any unstable wireless connection (McDonalds, Starbucks, etc).

**Access to Content**: I give access to the content when it is listed on the Semester Calendar for each unit. Answers to quiz and exam questions will be available once every classmate has submitted their assessment, but that day is usually two days after assessments are taken.

**Exams**: The exams will be given on the dates listed on the Semester Calendar and will consist of objective questions on the material covered in Units 1, 2, and 3 (respectively). Like the lecture exams, the lab exams can be taken up to two times with the highest attempt being saved in the gradebook. They are not cumulative, and they will be timed. The time limit will be strictly enforced with a penalty of five points per extra minute taken.

**Final Exam Exemption**: If your final semester average is >93, you will be exempt from a final exam. You may be exempt from the lecture final exam and not the lab final exam (or vice versa). You must complete all of the assessments (in lecture and in lab) to be exempt. Check with the instructor before assuming exam exemption. I will send out emails the week before the final exams to those students who qualify for an exam exemption.

**Quizzes**: You must take the Get Started Quiz by September 1st at 11:59 PM. This assessment will not count toward your final grade, but you will be unable to advance in the course (open Content or take assessments) until you complete this quiz.

On the days indicated on the Semester Calendar, there will be a quiz designed to test your knowledge of the content covered in the unit to that point.

The quizzes typically contain ten objective questions and have a brief duration. As with the examinations, the time limit will be strictly enforced, with a penalty of five points per extra minute taken. Quizzes can be completed in the time limit if you are prepared, and you can view the correct quiz answers after they are due.

Note that there are eleven quizzes on the Semester Calendar, and I will drop the lowest score of those eleven quizzes.

When taking quizzes and exams, it is recommended that you save your responses as you complete each question.
**Worksheets:** In the Nav Bar (Course Tools, Discussions), two Topics are of interest. Questions are designed to accommodate general questions, and it can be a great place to exchange information with your classmates. Worksheets will function much like the lab table in a physical geology laboratory classroom. There are six graded Worksheet posts in this course. You’ll be able to exchange information about the samples in your Lab Kit and compare notes on the physical properties of your samples. For each of the. You must post your own Worksheet in order to view other students’ Worksheets, but do not post a blank or a very incomplete WS just to view what your classmates have posted. (NOTE: If you ever observe this happening, please email and make me aware. Sometime, I overlook the duplication (b/c there are more than sixty of you and one of me!), but I want to know if you notice this occurring.) After you have posted your worksheet, you can check your answers against other students’ answers and discuss any discrepancies. Your WS will be graded on the completeness of your submission. That is, if you submit a worksheet that isn’t entirely complete, you will not receive full credit. Note: The goal of the exercise is not to get every element of the Mineral/Rock Identification Worksheet correct on the first post but is instead for you to:

1. work together collectively to evaluate the samples and determine which is which
2. have a firm command of the physical properties of each of the minerals and rocks

Worksheets are only helpful if classmates communicate and exchange ideas regarding the samples’ physical properties and identification. In order for online labs to have the same breadth and rigor as F2F labs, online group interchange with WS information is akin to F2F groups to interchange at lab tables. In both cases, students are assisting each other. The greatest results occur when information is exchanged daily, so try to post your WS as early as possible, exchange information, and don’t get behind. That way, you have time to make adjustments.

**Due Dates:** Although the class is not entirely “work-at-your-own-pace”, each unit can be completed at your own pace. The due dates on the calendar for quizzes and discussions are suggested due dates within each unit. I would recommend completing the materials and sticking with the due dates to help structure yourself. However, I understand that students may be working or dealing with issues outside class and thus will not penalize you for completing materials after the due dates. The material within each unit will close at midnight before that unit’s exam. **The materials that must be completed by the due date on the calendar is the Unit Exams, the lab’s rock and mineral worksheets, and the field project and survey.**

**Academic Integrity:** The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to:

(1) Copying from the test paper (or other assignment) of another student,

(2) Possession and/or use during a test of materials that are not authorized by the person giving the test,

(3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member,
(4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test,

(5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit,

(6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy:
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.

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/.

Student Wellness & Well-Being:
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
# GEOL 1103.504 Introductory Geology Lab
## Fall 2023

## Unit 1: Minerals

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<tr>
<th>Week</th>
<th>Module</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>8/28 - 9/1</td>
<td>Getting Started</td>
<td>Getting Started Quiz Due 9/1 @ 11:59 PM</td>
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<tr>
<td>9/4 - 9/8</td>
<td>Unit 1 Module 1: Mineral Physical Properties Part 1</td>
<td>Quiz 1 Due 9/8 @ 11:59 PM</td>
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<td>Mineral Identification Worksheet #1 Due 9/8 @ 11:59 PM</td>
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<td>9/11 - 9/15</td>
<td>Unit 1 Module 2: Physical Properties Part 2</td>
<td>Quiz 2 Due 9/15 @ 11:59 PM</td>
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<td>Mineral Identification Worksheet #2 Due 9/15 @ 11:59 PM</td>
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<td>9/18 - 9/22</td>
<td>Unit 1 Module 3: Physical Properties Review</td>
<td>Quiz 3 Due 9/22@ 11:59 PM</td>
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<td>Mineral Identification Worksheet #3 Due 9/22 @ 11:59 PM</td>
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<tr>
<td>9/25 - 9/29</td>
<td><strong>Unit 1 Review &amp; Unit 1 Mineral Exam</strong></td>
<td><strong>Review Unit Material</strong></td>
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<td><strong>Unit 1 Exam Due 9/29 @ 11:59 PM</strong></td>
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## Unit 2: Rocks

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<td>10/2 - 10/6</td>
<td>Unit 2 Module 1: Igneous Rocks</td>
<td>Quiz 4 Due 10/6 @ 11:59 PM</td>
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<td>Igneous Rocks Worksheet Due 10/6 @ 11:59 PM</td>
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<td>10/9 - 10/13</td>
<td>Unit 2 Module 2: Sedimentary Rocks</td>
<td>Quiz 5 Due 10/13 @ 11:59 PM</td>
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<td>Sedimentary Rocks Worksheet Due 10/13 @ 11:59 PM</td>
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<td>10/16 - 10/20</td>
<td>Unit 2 Module 3: Metamorphic Rocks</td>
<td>Quiz 6 Due 10/20 @ 11:59 PM</td>
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<td>Metamorphic Rocks Worksheet Due 10/20 @ 11:59 PM</td>
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<td>10/23 - 10/27</td>
<td>Unit 2 Module 4: Rocks in Your Head Review</td>
<td>Quiz 7 Due 10/27 @ 11:59 PM</td>
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<td>10/30 - 11/3</td>
<td><strong>Unit 2 Review &amp; Unit 2 Rock Exam</strong></td>
<td><strong>Review Unit Material</strong></td>
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<td><strong>Unit 2 Exam Due 11/3 @ 11:59 PM</strong></td>
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## Unit 3: Topographic Maps
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<td>11/6 - 11/10</td>
<td>Unit 3 Module 1: Location</td>
<td>Quiz 8 Due 11/10 @ 11:59 PM</td>
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<td>11/13 - 11/17</td>
<td>Unit 3 Module 2: Contouring</td>
<td>Quiz 9 Due 11/17 @ 11:59 PM</td>
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<td>11/27 - 12/1</td>
<td>Unit 3 Module 3: River and Arid Maps</td>
<td>Quiz 10 Due 12/1 @ 11:59 PM</td>
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<td>12/4 - 12/8</td>
<td>Unit 3 Module 4: Groundwater and Glaciation Maps Semester Wrap-up</td>
<td>Quiz 11 Due 12/8 @ 11:59 PM</td>
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<td>12/11 - 12/15</td>
<td>Unit 3 Exam</td>
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