Welcome! The Earth is a pretty amazing place, and we’re going to explore it in detail this semester. This course is the first in the sequence of required courses for Geology majors. While most of you aren’t Geology majors, or even science majors, there’s something here for everyone. What’s your goal for this semester? Will you become a savvy homeowner (or business person) who can pick a safe home location and understand your water and energy resources? Will you be an informed citizen who can discuss current events such as climate change and environmental justice? Will you be an educator who can share with children how important geoscience is for materials, energy, and water resources? Will you simply develop a greater appreciation for the Earth and enjoy being a human who works and plays on this awesome planet? Bring meaning to your life and education by building useful knowledge and learning something that excites you. Let’s have a great semester!

Course Description: Introductory Geology (GEOL 1303) – Three semester hours of lecture per week. 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. No prerequisites. Corequisite GEOL 1103 (one semester hour, two hours laboratory per week).

Course Modality: GEOL 1303-001 is a full-semester, face-to-face course.

Lecture Meetings: Mondays, Wednesdays, and Fridays at 10:00-10:50 a.m. in Miller Science 335. Your attendance is required.

Lab (GEOL 1103): The lab course is a corequisite of the lecture course. You will receive separate grades for these courses. I am not at all involved with the lab sections. The labs are administered by Mr. Wesley Turner (turnerwl@sfasu.edu; Miller 307) and taught by graduate teaching assistants. Your lab instructor will give you a Lab Syllabus that outlines lab-specific policies. If you have questions about lab assignments, please contact your lab instructor or Mr. Turner.
**Required Materials:**

- Johnson, C., Affolter, M.D., Inkenbrandt, P., and Mosher, C., 2017, *An Introduction to Geology*. This is a free, online, open educational resource: [https://opengeology.org/textbook/](https://opengeology.org/textbook/).
- A package of 100 3 x 5” index cards. You should have a couple for every class meeting.
- **Four Scantron forms** (Form 882) – one for each of the four scheduled exams.
- You are expected to bring a notebook/folder to all class meetings to organize notes and handouts for reference. You will need a pencil and eraser for class assignments and exams. A ruler, calculator, or colored pencils may be useful for some classwork.
- I strongly recommend a calendar/planner/app to track deadlines and class meetings.

**Program Learning Outcomes:**

PLO 1. Demonstrate knowledge of fundamental geoscience concepts. (*Concepts*)

PLO 2. Execute geoscience procedures and methods accurately, appropriately, and safely. (*Geoscience Skills*)

PLO 3. Demonstrate proficiency in interpretation and communication of geoscience information. (*Scientific Communication*)

PLO 4. Apply concepts, skills, and scientific communication to identify, analyze, and interpret geoscience phenomena. (*Research*)

**General Education Core Curriculum Objectives/Outcomes.** The Texas Higher Education Coordinating Board (THECB) has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives. By enrolling in GEOL 1303 Introductory Geology, you are also enrolling in a Core Curriculum course that seeks to develop the six core objectives established by the THECB, and that fulfills the Physical and Life Sciences Core Curriculum requirement. 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). You will develop these skills through Rapid Response and other lecture assignments.
- **CO 2. Communication Skills.** Effective development, interpretation, and expression of ideas through written and visual communication (SLO 4-5). You will develop these skills through written assignments in the corequisite lab.
- **CO 3. Empirical and Quantitative Skills.** Manipulation and analysis of numerical data or observable facts resulting in informed conclusions (SLO 1-2, 4). You will develop these skills through laboratory assignments (GEOL 1103).
- **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). You will develop these skills through laboratory assignments (GEOL 1103).

**Student Learning Outcomes:** After successful completion of this course, students will be able to:

- **SLO 1.** Demonstrate an understanding of fundamental geologic concepts as they relate to Earth processes and landscape evolution through geologic time (CO 1, 3).
- **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 (CO 1, 3).
- **SLO 3.** Demonstrate knowledge on the interdependence of science and technology and the influences on geologic reasoning associated with identifiable and testable hypotheses of geologic processes (CO 1, 4).
- **SLO 4.** Critically assess the interrelationships between geologic phenomena and communicate the resulting conclusions in visual and written formats (CO 1, 3, 4).
- **SLO 5.** Demonstrate an understanding of the skills and attitudes necessary for effective teamwork in collaborative learning activities (CO 3, 4).
Course Format: This fast-paced course pairs traditional lectures with activities and assignments that encourage you to engage with the course material and reinforce the fundamental principles of geology. Your preparation and participation are essential to your success. You will complete readings and Reading Quizzes prior to the class meetings for which they are assigned. In class we will do short assignments and Rapid Response questions. A course schedule at the end of this syllabus outlines course topics, required readings, assignment deadlines, and exam dates. The corequisite GEOL 1103 lab will provide you with hands-on experience in observation and interpretation of minerals, rocks, and maps. GEOL 1303 and GEOL 1103 are otherwise completely separate – separate instructors, deadlines, and final grades.

Workload: A unit of credit is the semester hour, defined as one class meeting per week (or its equivalent) for one 15-week semester. For each semester hour, you are expected to spend at least 2 hours per week in preparation and study. This 3-credit lecture course meets for the equivalent of 3 lecture hours per week. To complete this course successfully, you are expected to spend approximately 9+ hours per week on 1) preparing for class by completing readings and quizzes; 2) attending lectures; 3) reviewing course materials regularly; 4) completing assignments; and 5) studying for exams.

Brightspace: All course materials and useful resources are posted in the Brightspace (D2L) learning environment, which you can access through mySFA. It is your responsibility to check the site regularly for assignments and course announcements, and to complete assignments efficiently. Grades will be posted on Brightspace, but the grades Brightspace calculates may differ slightly from my Excel grades, which are final. Please contact me directly at stevenslm@sfasu.edu; do not use D2L email. For technical assistance with Brightspace, please contact 936-468-1919, d2l@sfasu.edu, https://www.sfactl.com/student-support, or the Virtual Lab zoom hours (see purple box on the Brightspace home page).

Readings: Readings come from the free, online, open educational resource called An Introduction to Geology by Johnson et al. (2017), found at https://opengeology.org/textbook/. Reading assignments must be completed prior to attending class in order for you to effectively participate in course activities.

Reading Quizzes: Reading Quizzes will assess your familiarity with reading assignments. The quizzes will be available on Brightspace at least a week before they are due, and are due by the beginning of the lecture period (10:00 a.m.) on the date assigned (see syllabus schedule). Each quiz consists of ~10 questions randomly selected from a larger quiz bank. Your quiz attempts will be untimed, but limited to two attempts. On the second attempt you will answer only those questions that were incorrect on the first attempt. You will receive whichever grade is highest. You are welcome to use the textbook while you take the quizzes, but you are expected to work alone. I will drop two quiz grades at the end of the semester.

Course Assignments: Course assignments are short, ungraded, in-class or homework exercises designed to explore and apply your understanding of course concepts. This work will be assigned as often as needed (~15 per semester). This work, along with lecture sketches, will form the basis for Free Response questions on exams. See answer keys on Brightspace.
**Rapid Response.** I will pose questions for Rapid Response (2-5 minutes) during class in order to encourage observations, gage understanding, or elicit your questions. You must have a pack of 3 x 5” index cards for these assignments – be sure to have a couple cards with you for each lecture. Your responses will be graded for accuracy, thoughtfulness, and/or completion. Due to the nature of these assignments, they cannot be made up in case of absence. I will drop two Rapid Response grades at the end of the semester.

**Class Meetings:** It is your responsibility to take good notes during class meetings so that you have a record of concepts, chalkboard sketches, activities, and discussions not included in my image-heavy PowerPoint slides. *Hint:* If I am sketching, you should be sketching; taking photos instead of sketching is not acceptable. All slides and other lecture materials will be posted on Brightspace after class. You do not have my permission to record lectures, photograph slides, or share/post course materials in any format; please see me for exceptions.

**Review Questions & Vocabulary.** Each lecture PowerPoint ends with two review slides. The first contains vocabulary words introduced or emphasized during the lecture; the second slide contains review questions designed to help you summarize, reinforce, and apply your new knowledge. It is strongly recommended that you review or download these slides after each lecture, and again as you prepare for each exam. I will provide other tips and suggestions for effective study techniques throughout the semester.

**Second Chance Quizzes.** Use Second Chance quizzes to practice or study before an exam, or to improve a Reading Quiz grade you’re not happy with. Second Chance quizzes open one hour after the original Reading Quiz closes. Second Chance quizzes have the same format and question bank as the original quiz, but you will have unlimited time and attempts. Second Chance quizzes are available until the start of the corresponding Exam. If your highest grade is better than your original grade, the two grades will be averaged together. If your highest grade is worse than your original grade, your original grade will not be changed. **You cannot decrease your grade** by taking advantage of Second Chance quizzes. Improved grades are not automatically updated in the Brightspace gradebook; I will make the changes by the end of the semester at the latest. Note: If you skip a quiz, the best grade you can get by taking the Second Chance quiz is a 50%. This is not a passing grade, and will not be of much help to you. **Do not rely on Second Chance quizzes to achieve your best grades.**

**Exams.** Four exams – including the final – are scheduled for this semester (see course schedule). Exams will test course concepts including lecture material, assigned readings, and course assignments. Exams will contain multiple choice and free response (e.g., diagrams) sections. Exam 4 (the final exam) is not cumulative (only for multiple choice questions). Exam dates are provided on the course schedule – plan accordingly. You will need a pencil, eraser, and Scantron Form 882 for every exam. Use of any other item, including notes or electronic devices, during exams is not permitted. Those who wear hats to exams will be expected to turn them backwards or remove them. All items (bags, backpacks, phones, notebooks, etc.) except for a pencil, eraser, and drink will be left along the side of the room during exams.
Video Assignments (Asynchronous Minutes): Asynchronous minutes are learning experiences for which students are not required to be present, either in person or on Zoom, at a specific time. The inclusion of asynchronous instructional minutes is required in order to comply with state and federal regulations on minimum contact hours in for-credit courses. To complete our asynchronous minutes, I will assign short videos for you to watch. The content of these videos may come up in quiz questions, on Rapid Responses, or as part of discussions.

Course Schedule: There is a detailed course schedule with lecture topics, readings, exam dates, and due dates at the end of this syllabus. You are responsible for keeping up with the schedule and completing work on time. Assignments are due at the beginning of the period on the day listed. Plan your time! Enter all deadlines and other important dates into whichever app or planner you use to track your work. If it becomes necessary to modify the schedule, I will notify you accordingly.

Attendance: You are expected to attend all course meetings.

If You Have Been Absent: I do not expect/want/need an explanation, a doctor’s note, or any other evidence. I just want you to communicate with me to get caught up! You are responsible for making up missed work. Here’s how:
1. The syllabus will tell you what you missed. Check Brightspace for new course materials and announcements.
2. Contact a classmate for a copy of any notes.
3. Contact me to arrange new due dates or for assistance with missed material. You do not need to contact me about an absence unless you need new deadlines or assistance.
4. In-class assignments, including Rapid Responses, cannot be made up, as the point of these assignments is to do them in the moment and collaborate with classmates.
5. Attend student hours or make an appointment with me for additional assistance.

Late Work: If you have an upcoming absence or are having trouble completing an assignment on time, please contact me by the business day before the due date about alternative arrangements. Otherwise, a 5% per school day penalty (to a maximum loss of 25%) will apply to all assignments. NOTE: No assignment will be accepted for credit after the assignment has been graded and returned – keep on top of your work!

Final Grades: Your final grade will be determined by summing the weighted averages of your grades in each of the categories below. Letter grades will be assigned as follows: A (90.0–100), B (80.0–89.9), C (70.0–79.9), D (60.0–69.9), F (< 60.0).

- Reading Quizzes 25 %
- Rapid Response 15 %
- Exam 1 15 %
- Exam 2 15 %
- Exam 3 15 %
- Exam 4 15 %

Extra Credit: There will be no extra credit opportunities—focus your attention on the tasks at hand.
Success! Your academic achievement naturally depends on your level of involvement in this course. You improve your chances of success if you: complete readings and assignments, attend all lectures and labs, keep course materials organized, participate fully in activities and discussions, take advantage of student hours, review regularly, make use of available resources, form study groups, ask questions, plan your time, sleep regularly, eat well, get outdoors, etc. I am committed to helping you be successful in all ways. My office (and Zoom) is open to you and I hope you will find it a safe space. Do not hesitate to ask for help!

Student Hours: Student hours (aka office hours) are the times when I guarantee my availability to you with no appointment necessary, so please drop in. Student hours are a good time to discuss course topics, ask questions, discuss your course progress, talk about ways to improve your understanding, ask questions about your future (other courses, research, grad school, careers, etc.), or just chat. My student hours for this semester are listed at the top of this syllabus. Student hours are held in my office, but as I will also be teaching online this semester, you can opt to drop in on Zoom as well. See Brightspace for the Zoom link and password. To plan longer meetings or for meetings on other days and times, please email me.

Communication: Get in touch whenever you have questions or concerns. You are not pestering me. Not only is it my job to help you, but I really like doing it! Email me at stevenslm@sfasu.edu (no D2L email), drop in during student hours or whenever my door is open, or schedule a meeting with me. I typically respond to emails quickly during the workday. If you email me in the evening you will get a response the next day, and if you email me over the weekend, my response may come slowly, or possibly not until Monday. I don’t check my office voicemail when I’m off campus. When I have important information to communicate to you, I will post a news item on Brightspace; I will contact you directly through your SFA email when privacy is required. It is your responsibility to check both Brightspace and your Jacks email every day.

Classroom Courtesy: Please be considerate of your classmates and of me. Refrain from distracting behaviors, and keep electronic devices silent. Use of electronic devices for purposes other than participating in class (e.g., note-taking), such as texting, listening to music, or studying for other courses is distracting, and therefore not acceptable in the classroom. You may not photograph or record lectures without my explicit permission – you will find all resources on Brightspace.

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), Room 325, Human Services Building, 936-468-3004/1004 (TDD) as early as possible in the semester. Once verified, ODS will notify me and outline the accommodations 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. Please be in touch with me at the beginning of the semester to discuss arrangements for accommodations.
**Color Vision Deficiency**: Color vision deficiency (CVD, aka color blindness) poses additional challenges to geoscientists working with samples. If you experience CVD, please notify me so that I can better assist you.

**Getting Through This**: You are human. It is challenging to do your best work if basic needs like safe shelter, sleep, and nutrition are not met. Throw in all of the instability in the world, and probably none of us is really “fine.” You are always welcome to talk to me, and I aim to make my office a safe space, but you do not owe me any personal information about your health or anything else. If you’re having trouble, I will not judge or think less of you, and I hope you’ll extend the same grace to each other and to me. If you need help accessing sufficient food, a safe and stable place to live, mental or physical health resources, or other basic needs, please just ask. If I can’t help you, I’ll direct you to the person who can. Please refer also to the list of resources on Brightspace. There is a shelf of snacks and quick lunches in my office – *you are welcome to come by to take what you need, you don’t need to ask.* I am here to help you.

**Student Wellness & Well-Being**: SFASU values students’ overall well-being, mental health, and the roles both play 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, challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns and 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:**
- **The Dean of Students Office**
  [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
  3rd floor lobby, Rusk Building
  936-468-7249
dos@sfasu.edu
- **SFASU Human Services Counseling Clinic**
  [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  Human Services Room 202
  936-468-1041
- **The Health and Wellness Hub.**
  Health and Counseling Services, Student Outreach and Support, Food Pantry, Wellness Coaching, Alcohol and other Drug Education...
  [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
  Corner of E. College and Raguet St.
  936-468-4008
  thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1-800-392-8343
- National Suicide Crisis Prevention: 988
- Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

**COVID-19**: While masks are no longer required, your responsible and considerate behavior regarding communicable illnesses is appreciated. Continue to wash your hands well, use sanitizer, wear a mask, or keep your distance when appropriate. If you are feeling unwell, test positive, or were exposed to COVID-19/flu/RSV/etc., please do not attend any F2F classes or events.
**Academic Integrity**: Abiding by university policy on academic integrity is the responsibility of all university faculty and students. You are encouraged to ask questions about completing your coursework with academic integrity. 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.
**My Expectations for Academic Integrity**: As scientists and as humans, our reputations are directly linked to our honesty, trustworthiness, and personal ethics; otherwise, what’s the point? What does academic integrity look like in our classroom?

- The university and course policies in this syllabus outline basic expectations for all students.
- You will complete assignments according to the instructions given regarding permitted tools and resources, collaboration, time limits, etc.
- Unless explicitly instructed otherwise, only your course textbook, lecture slides, course handouts, and your own lecture notes are acceptable resources.
- If you are asked to work with classmates, it is meant to be a collaboration, where all partners contribute equally. Collaboration allows for discussion, but be careful not to cross the boundary between collaboration and groupthink. Your submitted work will be entirely your own words and thoughts. Always note your collaborator(s) on your work.
- Sharing your work with another student, whether or not it is used word-for-word, is cheating.
- Websites or other resources that answer students’ questions or gather and disperse course materials are never acceptable.
- We often run into trouble when we’re feeling pressured for time. Plan plenty of time before due dates. If you start feeling panicked, please come and talk with me. Always ask for clarification or assistance whenever it is needed.
- Your classmates’ grades are not your business. All that matters is how you learn from your own mistakes, and how you improve.
- For assignments, your first offense will result in a conversation. All other offenses will result in the initiation of an Academic Integrity Case. Recommended sanctions will include an assignment or exam grade of 0, or a 0 grade for the course.

**Withheld Grades**: At my discretion and with the approval of the chair of the department, a grade of WH will be assigned only if you cannot complete the course work because of unavoidable circumstances. You must complete the work by a mutually agreed upon deadline, which is not to exceed one calendar year from the end of the semester in which you receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If you register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Policy 5.5.
# Course Schedule – GEOL 1303.001 – Introductory Geology – Fall 2023

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M Aug. 28</td>
<td>Course Introduction</td>
<td>Read: Course Syllabus</td>
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<tr>
<td></td>
<td>W Aug. 30</td>
<td>Why Geology?</td>
<td>Read: Ch. 1.5</td>
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<tr>
<td></td>
<td>F Sept. 1</td>
<td>The Nature of Science</td>
<td>Read: Ch. 1.1-1.4, 1.6&lt;br&gt;<strong>Due:</strong> Quiz 1 (Syllabus)&lt;br&gt;<strong>Due:</strong> Intro Geology Survey</td>
</tr>
<tr>
<td>2</td>
<td>M Sept. 4</td>
<td>Earth’s Origin</td>
<td>Read: Ch. 8.1-8.4.1&lt;br&gt;<strong>Due:</strong> Quiz 2</td>
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<tr>
<td></td>
<td>W Sept. 6</td>
<td>Earth’s Layers</td>
<td>Read: Ch. 8.4.2, 2.2</td>
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<td></td>
<td>F Sept. 8</td>
<td>The Geologic Time Scale</td>
<td>Read: Ch. 7.2&lt;br&gt;Watch: Video 1</td>
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<tr>
<td>3</td>
<td>M Sept. 11</td>
<td>Relative Geologic Time</td>
<td>Read: Ch. 7.1, 7.3-7.4&lt;br&gt;<strong>Due:</strong> Quiz 3</td>
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<tr>
<td></td>
<td>W Sept. 13</td>
<td>Plate Tectonics: Evidence</td>
<td>Read: Ch. 2-2.1</td>
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<tr>
<td></td>
<td>F Sept. 15</td>
<td>Plate Tectonics: Mechanisms</td>
<td>Read: Ch. 2.3-2.6</td>
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<tr>
<td>4</td>
<td>M Sept. 18</td>
<td>Plate Tectonics: Rates &amp; Motion</td>
<td>Read: Ch. 2.7&lt;br&gt;Watch: Video 2&lt;br&gt;<strong>Due:</strong> Quiz 4</td>
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<tr>
<td></td>
<td>W Sept. 20</td>
<td>Deformation &amp; Mountain Building</td>
<td>Read: Ch. 9.1-9.5&lt;br&gt;<strong>Due:</strong> Quiz 5</td>
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<td></td>
<td>F Sept. 22</td>
<td><strong>EXAM 1:</strong> Earth’s Structure</td>
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<tr>
<td>5</td>
<td>M Sept. 25</td>
<td>Minerals</td>
<td>Read: Ch. 3.1-3.2, 3.5&lt;br&gt;Watch: Videos 3A-3C&lt;br&gt;<strong>Due:</strong> Quiz 6</td>
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<td></td>
<td>W Sept. 27</td>
<td>Silicate Minerals</td>
<td>Read: Ch. 3.3-3.4</td>
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<td></td>
<td>F Sept. 29</td>
<td>Melting &amp; Magma</td>
<td>Read: Ch. 4.2-4.4&lt;br&gt;<strong>Due:</strong> Quiz 7</td>
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<tr>
<td>6</td>
<td>M Oct. 2</td>
<td>Igneous Rocks</td>
<td>Read: Ch. 4.1</td>
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<td></td>
<td>W Oct. 4</td>
<td>The Sedimentary Cycle</td>
<td>Read: Ch 5.1-5.3.1, 5.4-5.5&lt;br&gt;<strong>Due:</strong> Quiz 8</td>
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<tr>
<td></td>
<td>F Oct. 6</td>
<td>Sedimentary Rocks</td>
<td>Read: Ch. 5.3</td>
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<td>7</td>
<td>M Oct. 9</td>
<td>Metamorphic Rocks</td>
<td>Read: Ch. 6.2</td>
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<td></td>
<td>W Oct. 11</td>
<td>Metamorphism</td>
<td>Read: Ch. 6.1, 6.3-6.4&lt;br&gt;<strong>Due:</strong> Quiz 9</td>
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<td></td>
<td>F Oct. 13</td>
<td><strong>EXAM 2:</strong> Earth’s Materials</td>
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<tr>
<td>8</td>
<td>M Oct. 16</td>
<td>Volcanoes</td>
<td>Read: Ch. 4.5&lt;br&gt;Watch: Video 4A-4B&lt;br&gt;<strong>Due:</strong> Quiz 10</td>
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<td></td>
<td>W Oct. 18</td>
<td>Volcanic Hazards</td>
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<td></td>
<td>F Oct. 20</td>
<td>Mass Wasting</td>
<td>Read: Ch 10&lt;br&gt;<strong>Due:</strong> Quiz 11</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
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<td>9</td>
<td>M Oct. 23</td>
<td>Earthquakes</td>
<td>Read: Ch. 9.6-9.7</td>
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<td></td>
<td>W Oct. 25</td>
<td>Seismic Hazards</td>
<td>Read: Ch. 9.8-9.9</td>
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<tr>
<td></td>
<td>F Oct. 27</td>
<td>Earth’s Interior</td>
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<tr>
<td>10</td>
<td>M Oct. 30</td>
<td>The Hydrologic Cycle</td>
<td>Read: Ch. 11.2-11.3</td>
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<td></td>
<td>W Nov. 1</td>
<td>The Work of Streams</td>
<td>Read: 11.5</td>
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<tr>
<td></td>
<td>F Nov. 3</td>
<td>Understanding Flood Risks</td>
<td>Watch: Video 5</td>
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<td>Due: Quiz 13</td>
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<tr>
<td>11</td>
<td>M Nov. 6</td>
<td>Oceans, Coasts &amp; Shorelines</td>
<td>Read: Ch. 12</td>
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<td>W Nov. 8</td>
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<td>EXAM 3: Geologic Hazards</td>
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<td>F Nov. 10</td>
<td>Aquifers &amp; Water Resources</td>
<td>Read: Ch. 11.6, 11.8</td>
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<td>Due: Quiz 14</td>
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<td>12</td>
<td>M Nov. 13</td>
<td>Dealing with Contamination</td>
<td>Read: Ch. 11.7</td>
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<td>W Nov. 15</td>
<td>Mineral Resources &amp; Mining</td>
<td>Read: Ch. 16.1, 16.3</td>
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<td>F Nov. 17</td>
<td>Fossil Fuels: Coal</td>
<td>Read: Ch. 16.2</td>
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<td>13</td>
<td>M Nov. 20</td>
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<td>W Nov. 22</td>
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<td>14</td>
<td>M Nov. 27</td>
<td>Fossil Fuels: Petroleum</td>
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<td>W Nov. 29</td>
<td>Alternative Energy in Texas</td>
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<td>F Dec. 1</td>
<td>Seasons, Weather Patterns &amp; Climate</td>
<td>Read: Ch. 13.1</td>
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<td>Due: Quiz 15</td>
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<td>15</td>
<td>M Dec. 4</td>
<td>Deserts &amp; Big Bend</td>
<td>Read: Ch. 13.2-13.4</td>
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<td>W Dec. 6</td>
<td>Ice Ages &amp; Glaciation</td>
<td>Read: Ch. 14</td>
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<td>F Dec. 8</td>
<td>Understanding Climate Change</td>
<td>Watch: Video 6</td>
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<td>Due: Quiz 16</td>
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<td>16</td>
<td>M Dec. 11</td>
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<td>EXAM 4: Resources, Energy &amp; Climate. 10:30 a.m.-12:30 p.m.</td>
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</table>

This schedule is subject to change. I will notify you of any changes and provide an updated syllabus schedule.

A few important dates for full semester courses:
- Aug. 31 – Last day to register via mySFA
- Sept. 12 – Last day to register with permission
- Sept. 12 – Last day to drop via mySFA
- Dec. 5 – Last day to submit drop or withdraw form.