Instructor: Dr. Liane Stevens (she/her/hers)
Department: Earth Sciences and Geologic Resources
Email: stevenslm@sfasu.edu
Office: Miller Science, Room 311
Phone: 936-468-2024 (business hours)
Mailbox: Miller Science, Room 301 (business hours)
Student Hours (Zoom): M 3-4:30 pm; T 10:30 am – noon; W 11 am – noon; R 2-3 pm; or by appointment. Zoom link/passcode on Brightspace.

Course Description: Arkansas Field Trip (GEOL 4171-007) – Two semester hours. Learn about the geologic history and resources (fossil fuels, minerals, water) of East Texas and Arkansas by virtually visiting significant geologic sites (outcrops, mines, factories, etc.) across the region. No prerequisites.

Course Modality: This is an online, asynchronous course; all coursework will be done through Brightspace. There are no face-to-face class meetings; you do not need to be on campus. This 8-week course is conducted during the second half of the Fall 2023 semester, specifically from October 23 to December 15.

Required Course Materials:
- This course requires access to a computer (or similar device) with an internet connection in order to view and complete course modules on Brightspace, Google Earth Web, and other websites.

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)

Student Learning Outcomes: After successful completion of this course, students will be able to:
SLO 1. Describe the geologic history and Earth resources of the East Texas-Hot Springs region. (PLO 1)
SLO 2. Describe the processes involved in the development of various Earth resources. (PLO 1)
SLO 3. Identify the mining techniques used for the recovery of various Earth resources. (PLO 1)
SLO 4. Connect various Earth resources to industrial uses and societal needs. (PLO 1)
SLO 5. Reflect on the significance of understanding course content for the benefit of society. (PLO 1)
**Course Format:** Through online course modules (2-3/week), this course takes virtual visits to outstanding and well-loved geologic sites across East Texas and the Hot Springs-Little Rock region of Arkansas to improve understanding of the fundamental themes of geology (rocks, minerals, regional history, fossil fuel resources, water resources, ores and mining, etc.) Modules include background reading, virtual Google Earth visits to field trip stops, activities and assignments (videos, discussions, etc.), and a quiz. Your progress during the course will be assessed through weekly module activities, weekly module quizzes, a comprehensive final exam, and a course reflection.

**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 2-credit course is completed in half a semester, so to complete this course successfully, you are expected to spend up to 12 hours per week working through modules and studying.

**Brightspace (D2L):** Modules, additional course content, and useful resources are posted in the Brightspace learning environment, which you can access through mySFA. It is your responsibility to check the site regularly to complete modules and get course announcements. Grades will be posted on Brightspace. 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).

**Online Modules:** Modules present critical course concepts, virtual field trip stops, activities, and a quiz. You will work individually on 2-3 modules each week. You may work at your own pace, but you must complete each module by its due date (see schedule), and you may not work ahead of the schedule. Every module activity with a clear product or outcome (discussion post, quiz, recording, task, etc.) will be graded. You will likely have questions or encounter problems as you work, so do not hesitate to ask questions by email, drop into Zoom student hours, or post questions on the class FAQ.

**Final Exam & Course Reflection:** The final exam will test course concepts from your weekly modules (module material, readings, field trip stops, activities, etc.), and will include a variety of question formats (e.g., multiple choice, multiple answer, matching, fill-in-the-blank, ordering, etc.). The final exam covers materials from all course modules. You will have several days over which to take the exam on Brightspace, although once you start the exam you will be limited to two hours. You will have the opportunity to complete a second exam attempt, which will include only questions answered incorrectly on the first attempt. Your two attempt scores will be averaged together; it is not possible to decrease your grade by taking advantage of the second attempt. You will also complete a course reflection, for which you will write two essays about your course experience and what you have learned.

**Course Schedule:** The course schedule at the end of the syllabus outlines the schedule of meetings, modules, and due dates for all assignments. All work within a module must be completed by its due date. Plan your time! It is good practice to enter all deadlines and other important dates into whichever app or planner that you use to track your work. I reserve the right to modify the schedule as needed, and I will notify you accordingly.
**Attendance:** There is no attendance requirement.

**Late Work:** If you are having trouble completing an assignment on time, please contact me no later than the business day before the due date about alternative arrangements. Otherwise, late work will not be accepted. Discussions cannot be made up.

**Final Grades:** Your final grade is 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).

- Module Activities 40%
- Module Quizzes 30%
- Final Exam 15%
- Course Reflection 15%

**Extra Credit:** There are no extra credit assignments – 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 all readings and assignments, attend all course meetings, keep course materials organized, participate in activities and discussions, take advantage of student hours, review regularly, form study groups, make use of available resources, 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, but responses will be slow during evenings and weekends; you may not get a response until the next business day, so plan accordingly. 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.
**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](http://www.sfasu.edu/disabilityservices). Please get in touch with me at the beginning of the semester to discuss arrangements for accommodations.

**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.

**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
  3rd floor lobby, Rusk Building
  936-468-7249
dos@sfasu.edu

- **SFASU Human Services Counseling Clinic**
  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
  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 HOME to 741741

**COVID-19:** While masks are no longer required and we are not meeting face-to-face, 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. Artificial intelligence sites (e.g., ChatGPT) are never acceptable.
- You may be asked to work with classmates; if so, this 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. Avoid asking classmates questions like, “What did you get?”
- Websites or other resources that answer students’ questions or gather and disperse course materials are never acceptable.
- Most often we run into trouble when we’re feeling pressured for time. Try to plan your schedule and give yourself plenty of time before due dates. If you start feeling panicked, please
come and talk with me. I don’t want you to be tempted to lower your own personal standards. Similarly, 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.**
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<thead>
<tr>
<th>Week</th>
<th>Module Dates</th>
<th>Meetings &amp; Modules</th>
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<td></td>
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<td>Open Mondays, 9:00 a.m.</td>
<td>Modules include readings, virtual field trip stops, activities, and a quiz.</td>
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| 1    | Due: October 30, 8:59 a.m. | **Module 1**: Getting Started  
**Module 2**: About Geology  
**Module 3**: Careers in Geoscience |
| 2    | Due: November 6, 8:59 a.m. | **Module 4**: Regional Geology  
(Field Trip Stops: Blakely Dam, Hot Springs Tower...)  
**Module 5**: What A Geologist Sees |
| 3    | Due: November 13, 8:59 a.m. | **Module 6**: Rocks & Minerals  
(Field Trip Stops: Granite Mountain Quarry, Magnet Cove, Quartz Mine, Arkansas Geological Survey...)  
**Module 7**: Mining Practices  
(Field Trip Stops: Coal Mine, Granite Mountain Quarry, Bauxite Mine, Magnet Cove, Barite Mine, Quartz Mine...) |
| 4    | Due: November 27, 8:59 a.m. | **Module 8**: Ores & Mineral Resources  
(Field Trip Stops: Meridian Brick Factory, Granite Mountain Quarry, Bauxite Mine, Barite Mine, Arkansas Novaculite; Quartz Mine, Crater of Diamonds State Park...)  
**Module 9**: Water Resources  
(Field Trip Stops: Blakely Dam, Hydrothermal Springs/Hot Springs, Arkansas River Lock & Dam...) |
| 5    | November 18-November 26 | **No Classes – Thanksgiving Break** |
| 6    | Due: December 4, 8:59 a.m. | **Module 10**: Fossil Fuels – Coal  
(Field Trip Stops: Henderson Coal Seams, Sabine Mine...)  
**Module 11**: Fossil Fuels – Petroleum  
(Field Trip Stops: Arkansas Museum of Natural Resources...) |
| 7    | Due: December 11, 8:59 a.m. | **Module 12**: Understanding the 2021 IPCC Report  
**Module 13**: Energy & Alternatives in Texas  
**Module 14**: Exploring Our Region  
**Module 15**: Final Exam & Course Reflection |