GEOL 1303.500 Syllabus Spring 2024
Introductory Geology

Instructor: Wesley Turner
Email: turnerwl@sfasu.edu; turnerwl@d2l.sfasu.edu
Department: Earth Sciences and Geologic Resources
Phone: 936.468.1049
Office: Miller Science Building, Room 307
Virtual Office Hours: Online office hours will be offered electronically per appointment
Physical Office Hours: Mon 1 - 2 PM; Tues 11 AM – 2 PM; Wed 1-2 PM; Thurs 11 AM – 12 PM; or by appointment.

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.

Student Learning Outcomes for Lecture and 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.
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.
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.
SLO 4. Critically assess the interrelationships between geologic phenomena and communicate the resulting conclusions in visual and written formats.
SLO 5. Demonstrate an understanding of the skills and attitudes necessary for effective teamwork in collaborative learning activities.

General Education Core Curriculum
The Texas Higher Education Coordinating Board 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 1103 you are also enrolling in a Core Curriculum Course that fulfills the Physical and Life Sciences Core Curriculum requirement. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.
Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</td>
<td>Identification and evaluation of unknown rock and mineral samples through predefined methods; analysis of trends and projection of future events concerning climate and resource usage</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication</td>
<td>Discussion of various current events concerning geologic phenomenon and resources</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Interpretation of resource usage data and impact on society; analysis of topographic map data;</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</td>
<td>Group identification of unknown rock and mineral samples, analysis of topographic maps</td>
</tr>
</tbody>
</table>

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.
## Course Calendar

### GEOL 1303.500 Introductory Geology Lecture
### Spring 2024

## Unit 1: Atoms & Minerals

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18 - 1/19</td>
<td>Getting Started</td>
<td>Read syllabus, semester calendar, and week's content. Take Get Started Quiz and Cheating &amp; Plagiarism Quiz by 1/13 at midnight. Note: These assessments will not count toward your final grade. However, you will be unable to advance in the course until you complete them. Getting Started Quiz Due 1/19 @ 11:59 PM Cheating &amp; Plagiarism Quiz Due 1/19 @ 11:59 PM</td>
</tr>
<tr>
<td>1/22 - 1/26</td>
<td>Unit 1 Module 1: Introduction to Geology</td>
<td>Student Introduction Due 1/26 @ 11:59 PM</td>
</tr>
<tr>
<td>1/29 - 2/2</td>
<td>Unit 1 Module 2: Atomic Review</td>
<td>Quiz 1 Due 2/2 @ 11:59 PM</td>
</tr>
<tr>
<td>2/5 - 2/9</td>
<td>Unit 1 Module 3: Mineral Physical Properties</td>
<td>Discussion 2: Texas Minerals Due 2/9 @ 11:59 PM</td>
</tr>
<tr>
<td>2/12 - 2/16</td>
<td>Unit 1 Module 4: Mineral Compositional Groups</td>
<td>Quiz 2 Due 2/16 @ 11:59 PM</td>
</tr>
</tbody>
</table>
| 2/19 - 2/23| Unit 1 Review & Unit 1 Exam                 | **Review Unit Material**  
Unit 1 Exam open 2/22 through 2/23 @ 11:59 PM                                                                                                                                                    |

## Unit 2: Rocks

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/26 - 3/1</td>
<td>Unit 2 Module 1: Igneous Rocks</td>
<td>Discussion 3: East Texas Earthquakes Due 3/1 @ 11:59 PM</td>
</tr>
<tr>
<td>3/4 - 3/8</td>
<td>Unit 2 Module 2: Weathering</td>
<td>Quiz 3 Due 3/8 @ 11:59 PM</td>
</tr>
<tr>
<td>Date Range</td>
<td>Module</td>
<td>Assignments</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>3/11 - 3/15</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>3/18 - 3/22</td>
<td>Unit 2 Module 3: Sedimentary Rocks</td>
<td>Discussion 4: Black Gold, Texas Tea Due 3/22 @ 11:59 PM</td>
</tr>
<tr>
<td>3/25 - 3/29</td>
<td>Unit 2 Module 4: Metamorphic Rocks</td>
<td>Quiz 4 Due 4/3 @ 11:59 PM</td>
</tr>
<tr>
<td>4/1 - 4/5</td>
<td>Unit 2 Review &amp; Unit 2 Exam</td>
<td>Review Unit Material Unit 2 Exam open 4/4 through 4/5 @ 11:59 PM</td>
</tr>
<tr>
<td>4/8 - 4/12</td>
<td>Unit 3 Module 1: Gravity and Aridity</td>
<td>Quiz 5 Due 4/12 @ 11:59 PM</td>
</tr>
<tr>
<td>4/15 - 4/19</td>
<td>Unit 3 Module 2: Rivers</td>
<td>Quiz 6 Due 4/19 @ 11:59 PM</td>
</tr>
<tr>
<td>4/22 - 4/26</td>
<td>Unit 3 Module 3: Groundwater</td>
<td>Discussion 5: Water, Water Everywhere Due 4/26 @ 11:59 PM</td>
</tr>
<tr>
<td>4/29 - 5/3</td>
<td>Unit 3 Module 4: Glaciations and Shorelines Semester Wrap-up</td>
<td>No Lecture Assignments for this module Field Project and Course Survey Due 5/2 @ 11:59 PM</td>
</tr>
<tr>
<td>5/6 - 5/10</td>
<td>Unit 3 Exam</td>
<td>Unit 3 Exam open 5/6 through 5/8 @ 11:59 PM</td>
</tr>
</tbody>
</table>

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced on the course homepage or on the discussion board. Print the Semester Calendar and check it frequently to review daily/weekly assignments and to avoid missing deadlines.

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.

Text and Materials

Required: For the lab section, a GEOL 1103 – Introductory Geology Laboratory Kit is required. This is a rock and mineral kit that contains samples along with identification tools for use with the lab section. This kit helps to familiarize students with samples that would typically be available during a normal face-to-face geology lab. The kit can be purchased only from SFA Barnes & Noble. It can be found via the course materials finder or via the ISBN 13: 2818440058219.

Optional: No textbook is required, but the following texts are excellent. I recommend that you purchase a text if your learning style benefits from having a textbook for reference, but there are no required textbook assignments. The textbook editions are all very similar.

- The Changing Earth by Monroe and Wicander, any edition
Grading and Evaluation

Grades are determined from a variety of assignments:

- Examinations: 3 @100 points (300 points total)
- Quizzes: 5 highest out of 6 given @20 points (100 points total)
- Discussions: 5 @ 5 points (25 points total)

TOTAL = 425 pts

Grades will break down as follows:

A = 381-425
B = 338-381
C = 297-338
D = 253-297
F = 253 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). If you have a 60 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 January 19th 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).

Examinations

These exams will consist of objective questions on the material covered in Units 1, 2, and 3 (respectively). There are 50 questions each on Exams #1 & #2, and you will be given 60 minutes to complete each exam. There are 100 questions on Exam #3, and you will be given 120 minutes to complete the exam. The exams are not cumulative, but they are timed. The penalty for taking more time than allotted is five points per minute, so be prepared when you begin the assessment. You will not have adequate time to refer back to Unit/Module content. Questions on lecture and lab quizzes/exams are written by the instructor, and the assessment content has been presented in the online content. D2L randomly selects questions from a question bank, and they appear one question at a time. However, you may return to any question and change your response within the prescribed time allotment. It is recommended that you save your responses as you complete each question because of unknown timing of computer or power failure. I cannot help you if questions have not been saved. Also, all exams can be taken up to two times and the highest attempt will be saved in the gradebook.

Discussion Board
The Discussion Board (*Course Tools in Navigation Bar*) can be used as a place to exchange information amongst classmates. Please keep your comments on a professional level, and I will try to respond *quickly* when a question is asked. But remember, I have 150+ students taking online classes, and there is only one of me. If I miss your question in Discussions, email and give me a gentle reminder. I respond to *a lot* of email, so it takes a bit of time to answer all of them. Always, please let me know if you have any questions.

**Field Project - for extra credit in lab or lecture 15 points added Due May 2nd at midnight**

Information concerning alternate written field project will be available in D2L.

You’ll learn in this course that geology surrounds us. The purpose of the Field Project is:

1) to help you become more aware of the uses of various rocks and
2) to help you learn to accurately identify those rocks.

This project has several components:

First, you must locate and identify **10 different rocks** in your surroundings. The samples you identify must have:

- formed naturally in the Earth (i.e. you cannot claim concrete or man-made products as samples)
- been refined (see explanation below) but still be identifiable by physical properties (that is, you cannot take a photo of a piece of drywall and count it as gypsum because you cannot identify gypsum by looking at a piece of drywall).
- please do not submit photos of:
  - chalk used on a blackboard (b/c most of it is a mixture of clay)
  - chalkboards (blackboards) (b/c most are synthetic)
  - rocks in the rock garden outside Miller Science
  - gravel-sized fragments (along train tracks, trail you walked along, or from your yard)
  - samples from the LabPaq or from a personal collection
  - minerals because the field project is focused on *rock* identification
- a *refined* rock sample would be ornamental stone sculptures, tombstones, countertops, walls, building stones, etc. in use *today*. Samples sold at Lowe's, Earth 'N' Stone, Kiva Floors, Home Depot, etc. are not acceptable for this project.

The purpose of this field project is to look around your surroundings and notice how many rocks have been used in a *refined* sort of way and how easy they are to identify by using the physical properties that you have learned in lab.

For each sample:

- take *two* photos (see below) of the sample and include a personal object in every photo
  - personal object should not be a penny, ruler, or rock hammer. Instead, use something small and unique like a keychain, ring, toy, etc.
  - personal object *should not* include confidential information (social security card, driver’s license number, personal address, etc.)
    - purpose of including a personal object is to prevent photos from being downloaded from an internet site
- *two* photos:
  - one view *zoomed out* that displays the refined structure (tombstone, statute, etc.)
  - one view *zoomed in* so that I can observe physical properties and identify the sample
- photos should be *clear* (does not require the purchase of a quality camera)
- identify the sample and describe physical properties in photo that you used to identify
  - *i.e.*, not generic like mineral composition, texture, etc. that could be used for a variety of rocks
- give location of sample (be as specific as possible!) so that it could be re-traced (include name of city and location where it was found, but do not include confidential information). However, you should be more specific than saying "in the creek behind my house in Dallas, Texas" or "along the railroad tracks in Nacogdoches, Texas."
- Only one example of each rock may be used. That is, if you identify granite used for a countertop for one of your samples, don't use granite on a tombstone as another sample.
- cannot use variations of one rock for multiple samples. That is, don't count red granite and grey granite as separate samples.

A word to the wise: You may want to begin this assignment early, but you will not learn all of the rocks and their physical properties until around mid-semester. You should be able to find 7-8 rock samples quickly, but the last 2 or 3 may take more time. However, 10
different rock types can be found on the SFASU campus, so this project is not impossible nor does it require a visit to campus. Refined rocks are everywhere! This project does not take exorbitant amounts of time, but don't expect to complete it the day before it is due.

You may submit your project using \textit{any} format. Some students prefer:

- \textbf{Google Sites}
  - you can build a site without writing a single line of code, and the building process is very easy. There are many pre-built templates available, though I encourage you to keep it simple. With Google Sites, there’s no need to buy or download software. It’s free, simple, and easy to use! If you have never used it, there are multiple YouTube tutorials you can visit.
  - D2L will not allow you to submit a Google Sites to the Dropbox, but you can submit the URL to the site to the Dropbox. I will open it separately.
- Prezi
- Document (only submit .docx, .doc, or .pdf files)
- Power Point
- other ways not listed.

Samples of Field Projects are posted as well as the rubric used to grade them. Each posted project has strengths, yet none of them followed all of the guidelines listed. I just wanted you to observe different posts before creating your own, and you will have access to your scored rubric once all projects have been graded.

Submit your Project in the Dropbox (\textit{Course Tools in Nav Bar}). \textbf{A few projects are so large that they need to be submitted in parts}, but 99\% of them are not that large. Check the Semester Calendar for the due date. \textbf{If you wish to obtain the extra credit points for the lecture section, submit the project to the lecture section dropbox.} \textbf{If you wish to obtain the points for the lab section, submit the project to the lab section dropbox.}

\textbf{Access to Content}

I give access to the week's content on that morning (12:01 a.m.) prior to when it is listed on the Semester Calendar. You are given your score on assessments immediately upon submission provided there are no Fill-In-The-Blank or Short Discussion questions. Time is needed to review the assessments and make sure questions were asked and graded fairly. Answers to quiz and exam questions will be available once every classmate has submitted their assessment, but that day is \textit{usually} a couple of days after assessments are taken. If you have issues accessing the exams or need to reschedule, please contact me ASAP.

\textbf{Understanding D2L Email}

- D2L Email is not only secure, but spam-free as well. Keeping it secure and spam-free, though, requires keeping it a closed system.
- D2L Email is an internal (closed) system which means that you must log into D2L to \textit{read} and \textit{reply} to messages.
- Users do have a "forward" option which will forward copies of messages to an external email account such as Gmail, Yahoo, mySFA, and others. HOWEVER, beware that . . .
  - users \textbf{may not reply} to a message from an external account. An example would be that Amy has her D2L Email forwarded to her Gmail account. She reads her messages from her Gmail account, and if she wishes to reply, she \textbf{must} enter D2L to reply to the message. If she attempts to reply to the D2L message from inside her Gmail account, the message will fail to send.
- D2L limits attachment size to 600kb due to server size limitations.
- Email questions should be sent to turnerwl@d2l.sfasu.edu.

\textbf{Home page}

Be sure and check \textit{(and read!)} the Home Page frequently because announcements and information may be posted.

\textbf{Final Exam Exemption}

If your final semester average is $\geq 93$, 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 - except for the \textit{optional} Field Project) 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.
Academic Integrity (4.1)

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 (5.5)

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/
Student Wellness and 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)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

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

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

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)
- johCrisis Text Line: Text HELLO to 741-741