

# GEOL 1103 (Lab for GEOL 1313): Intro to Physical Geology Lab Syllabus – Stand-alone lab, separate from the lecture for GEOL 1313

Instructor/Lab Coordinator: Dr. Annette Veilleux, [amveilleux@utep.edu](mailto:amveilleux@utep.edu), Geology Rm 101-C

Teaching Assistant: To be Assigned

## **In-Person Class: Lab manual provided**

### **Course Schedule: Subject to change !**

MODULE	DUE	TOPIC	QUIZ
Week One Module Jan 18 - 21	In lab session	Introduction to Course: Scientific Method, How Geoscientists Think, Earth Systems	NO QUIZ
Week Two Module Jan 24 - 28	In lab session	Minerals	Quiz 1
Week Three Module Jan 31 – Feb 4	In lab session	Rocks	Quiz 2
Week Four Module Feb 7 - 11	In lab session	Volcanic Hazards	Quiz 3
Week Five Module Feb 14 - 18	In lab session	Structural Geology/ Crustal Deformation	Quiz 4
Week Six Module Feb 21 - 25	In lab session	Earth's Interior	Quiz 5
Week Seven Module Feb 28 – Mar 4	In lab session	Plate Tectonics I	Quiz 6
Week Eight Module Mar 7 - 11	In lab session	Earthquakes and Hazards	Quiz 7
Week Nine Module Mar 14 – 18 (SPRING BREAK)		SPRING BREAK – NO CLASSES	
Week Ten Module Mar 21 – 25 (Cesar Chavez 3/25, no class)	In lab session	Plate Tectonics II* *Friday Labs do take-home work	Quiz 8
Week Eleven Module Mar 28 – Apr 1 (4/1 DROP DEADLINE)	In lab session	Surface Water and Environmental Justice	Quiz 9
Week Twelve Module Apr 4 - 8	In lab session	Groundwater	Quiz 10
Week Thirteen Module Apr 11 - 15	In lab session	Water Resources and Measurement Techniques	Quiz 11
Week Fourteen Module Apr 18 - 22	In lab session	Deserts and Wind	Quiz 12
Week Fifteen Module Apr 25 - 29	In lab session	Climate Change	Quiz 13
Week Sixteen Module May 2 – May 6 (5/6 DEAD DAY, NO CLASSES)	In lab session	Energy	Quiz 14
Final Exam Week No FINAL FOR THIS LAB May 9 – May 13			

**LABS WILL BE TURNED IN VIA THE LAB MANUAL AT THE END OF EVERY LAB PERIOD; SO YOU MUST BE PRESENT IN THE LAB!!**

Labs available weekly on day of the lab, read the material.

Check email and announcements often for important information.

Submit assignments on the day of the lab.

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Do quizzes in class on the day of the lab for previous week material.

**No makeups. If the TA allows you to make up an assignment - it will be due the following week and you are responsible for printing the lab from Blackboard.**

## **COVID-19 Precautions**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org)

**Required Text:** There is no required text for this class, all labs are developed by faculty or instructors and in a provided lab manual; computer access is suggested for this course, see the netiquette section for details on computing requirements.

**Computing resources available in the UTEP Library:**

<https://www.utep.edu/library/about/library-hours.html>

**GRADING:** Grades will be based on the following criteria and will be assigned using this scale:

Assignments	60%
Quizzes	30%
Weekly Reflections-journal entry while in lab	10%
Grading Scale:	A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=<60%

**ASSIGNMENTS** Late work will not be accepted. You will have one week from the assigned date to complete your assignments for those assignments that are not due within the lab period, after that you must seek approval to turn it in late. Every effort will be made to align the lab course material with the associated lecture course, however at times will be covered out of sync with the lecture course. Every assignment is due in lab on the day of your lab. You will do the lab in class and turn in the lab manual at the end of the lab period for grading.

## **LEARN AND USE BLACKBOARD**

**All labs are on blackboard and a students should become familiar with using this system. Refer to the following links for help with Blackboard:**

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<https://www.utep.edu/technologysupport/>  
<https://www.utep.edu/extendeduniversity/cid/index.html>

**CELL PHONE USE:** Turn off your phone ringer while in class, when in class.

## **ACADEMIC DISHONESTY**

Department of Earth, Environmental and Resource Sciences, has gone to great lengths in order to make learning the material easier than engaging in scholastic dishonesty, which is defined in the UTEP Student Handbook [Chapter 1: Student Conduct and Discipline \(utep.edu\)](#) and also at <https://www.utep.edu/hoop/>. Proven violations of these detailed regulations may result in any of the consequences outlined in the Student Handbook.

## **PLAGIARISM**

Refer to the following site for more information: <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

Using another person's ideas, words, drawings, etc. without giving proper credit (through a citation) is considered plagiarism. This includes anything from a book, magazine, technical report or journal, or website. It ALSO includes anything copied from another student's paper or from a paper you wrote for another class where you received credit for it. Plagiarism is considered *Academic Dishonesty* and you may be reported to the Dean of Students if I suspect you of plagiarism. I regularly randomly compare students' papers for similar wording and conduct internet searches on suspicious text. If you plagiarize as a professional it can cost you your job!

## **STUDENT CONDUCT AND PLAGIARISM**

University guidelines for acceptable student conduct are very specific and will be strictly followed. Blind copying of intellectual material (text) from resources such as books, journals, and the internet is plagiarism and is illegal. Instead, you should write things in your own words with a proper reference to the source. If any exercises or labs require you to look up an answer in something else than the class textbook, we will expect you to reference the source and write it in your own words. Plagiarized work will receive a "0" for the whole assignment and cannot be redone or made up.

## **DROP POLICY**

The course drop deadline is **April 1, 2022**. Non-attendance will **not** result in being dropped, but you will get zeros for the remaining work and likely fail the class. It is your responsibility to initiate withdrawal from the class.

## **STUDENTS WITH DISABILITIES**

If you think you may have a disability or if you are experiencing learning difficulties, please contact the Center for Accommodation and Support Services (CASS) at: <http://sa.utep.edu/cass/>

## **MILITARY STATEMENT**

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If you are a military student with the potential of being called to military service and/or training during the course of the semester, you are encouraged to let me know well in advance.

## **POLICY ON MAKEUP LABS**

Lab assignments are due during the lab period. No late work will be accepted unless otherwise arranged ahead of time.

## **CONTACT INFORMATION**

**When emailing the instructor or TA you must include the CRN section you are enrolled in as well as the time/date of your class along with your name.**

**INSTRUCTOR EMAIL** [amveilleux@utep.edu](mailto:amveilleux@utep.edu)

**OFFICE HOURS BY APPOINTMENT ONLY** (915) 747- 5501

## **TEACHING ASSISTANT EMAIL**

The teaching assistant is responsible for the class instruction, for questions contact:  
To be filled in by you, after beginning of the course:

## **TEACHING ASSISTANT OFFICE HOURS**

Virtual office hours – Blackboard Collaborate – every Friday 1-3pm, online

## **Learning Objectives**

1. Students will be familiar with Earth's Systems by creating a PowerPoint of an important cycle related to one of Earth's spheres.
2. Students will be able to identify common Earth materials and interpret their composition, origin, uses and relationship. This will be measured through a lab assignment on application of Earth materials and minerals.
3. Students will be able to describe the processes operating at and beneath the Earth's surface, how those processes create the Earth's landscape, and how humans affect and are affected by the processes with respect to volcanism and formation of igneous rocks.
4. Students will be able to describe the processes operating at and beneath the Earth's surface, how those processes create the Earth's landscape, and how humans affect and are affected by the processes involving volcanism.
5. Students will understand how and where different kinds of sedimentary and metamorphic rocks form and how this is important to interpret the history of the Earth.
6. Students will analyze and interpret the structures commonly found in geologic settings that inform geologists about Earth's history, processes and type of movement.
7. Students will infer relationships among abundances of different rock types to analyze the density variations found within the Earth and incorporate that into an understanding of the Earth's internal layers.
8. Students will synthesize information from divergent plate boundary types to unravel the nature and characteristics of divergent boundaries.
9. Students will interpret data from regional Texas earthquakes to understand the occurrence of earthquakes and how to analyze different types of earthquake information.

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10. Students will synthesize information from transform and convergent plate boundary types to unravel the nature and characteristics of transform and convergent boundaries.
11. Students will learn about surface water by analyzing stream data, occurrences of floods in local areas and arroyos and identify associated features that will impact the landscape and how surface water behaves as it flows across the landscape.
12. Students will calculate their water footprint and analyze water data from well information to interpret conditions related to groundwater supply and usage.
13. Students will analyze images of White Sands dunes to infer processes at the surface and related to wind conditions.
14. Students will learn about climate change from tree ring growth and plot and interpret carbon dioxide data.