Course Description

This is an introductory course to the geological history of Earth that is designed to promote an understanding and appreciation of the science of the physical world in which we live. Historical geology not only covers the history of the Earth but also the tools that geologists use to study Earth. The laboratory will provide reinforcement to the concepts learned in the lecture through the use of relevant experiments and exercises.

Catalog Description: Introduction to Historical Geology (3-0) (C) An integrated study of the geologic history of the earth with a consideration of the history of life as documented by the fossil record. Concurrent enrollment in laboratory (GEOL 1104) suggested but not required. A student may not receive credit for both GEOL 1312 and GEOL 1314.

Textbook info: Historical Geology, 8th edition; Wicander & Monroe
Course Objectives

- The student will increase their content knowledge about the geosciences including earth processes and how Earth has changed through time.
- The student will be encouraged to become more scientifically literate by demonstrating the relevance and importance of geoscience by completing the assignment activities.
- The student will synthesize information from external sources and personal observations and incorporate them into lessons.
- The student will use proper descriptive, relational, and inferential data and be able to analyze it.
- The student will develop an awareness of the processes that have occurred in the geologic past that may impact learners and of some of the strategies for reducing impacts. They will do this by completing lesson activities which may include collecting visual data and/or photographs.
- The student will communicate and defend their methodology and results using writing, graphical, and electronic forms in the lessons.
- The student will demonstrate their ability to download and use electronic resources and digital software such as Google Earth, Excel, various browser plugins and animations to support learning.
Course Expectations

This course is a 100% on-line course. The principal means accessing your class will be through the course itself, not the Assignment or Calendar global navigation links at the top of the site. All work is laid out in Learning Modules and should be accessed via the Learning Module link. The Learning Module page includes not only links to each individual Learning Module and graded work but also to the Learning Module introduction as well as additional instructions related to that particular Learning Module. Assignments and labs are to be submitted via each Learning Module. You correspond with the instructor and with other students via the Inbox. Your e-mail message will only go to those people you designate. In contrast, postings using the Discussion link are posted so that everyone in the class can read the posting and respond. The Discussion tool will be used for some assignments. Feel free to initiate discussions if you have questions or see something of interest to the class as a whole. I may edit and organize discussion postings as needed. If you have questions, there are several means in which to get an answer: send the instructor a message, post a question in the CyberCafe portion of the Discussions, or, if you are having technical difficulties, use the Help button or call the Help Desk.

For those who need additional time to complete their lessons, please note that they are available several weeks before the due date. Each lesson will take approximately 2 hours to complete, so plan your time accordingly. If you miss the due date you will have until the night before the next due date to turn it in. There will, however, be a late penalty applied. The availability for each assignment are posted, take note of when they are due and when they will become unavailable.

We will be taking advantage of internet resources and software in this course, so expect to download and install needed software and to use programs such as Google Earth, Excel your computer imaging processing program (such as Paint or Preview) and take digital photographs. If you aren’t comfortable with your computer please expect the activities to take extra time while you are learning. Don’t hesitate to contact the Help Desk for technical assistance. They are trained in answering those types of questions. The computer lab in the library has the latest software and browser plugins.

Assessment

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

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = < 60%
Procedures

- Class work will be posted and should be accessed under the Learning Learning Modules link. Each Learning Learning Module will include: an introduction to the topic, a reading assignment, a reading quiz, and a written assignment. Due dates are given on the schedule. **DO NOT MISS DUE DATES** - quizzes will become unavailable immediately after the due date, and late work will be penalized. It is important to keep up.
- You should access each Learning Module as soon as you can and note what needs to be done and plan your work accordingly. I recommend that you set up to receive notifications of any e-mail, messages, and discussion posting so you know what is happening in class. If you have any questions, please don’t hesitate to ask.
- You may submit work at any time before the due date and the earlier the better. It is not wise to wait until the last minute because ‘technical difficulties’ are not a valid excuse for missing a deadline.
- If your work is submitted before 5 pm of the due date, I will make every effort to review your work and let you know if you need to revise it before it is officially graded. I will post a current grade and leave a comment as to what you are missing or have answered incorrectly.
- I will typically visit the electronic classroom daily and will try to acknowledge all e-mails within 2-4 hours during the workweek until 5pm. I have my notifications set to send me your messages immediately so if I am working online, I will get back to you right away. Questions and messages posted after 5 pm or over the weekend may not be acknowledged until the following day.
- Extra credit, if/when offered, is offered to the entire class, not to individuals and only if turned in by the due date.
- For technical difficulties please contact either the Help Desk (see Policies section for more info) or Blackboard via the Help link.
- Do NOT submit work anywhere but the Assignment dropbox. If the dropbox is not accepting your upload, email me and let me know to reset the folder.
- **NO** work will be accepted after the last day of class. The last day of class is the last day of instruction, not the last day of finals. NO work is accepted during finals.
- I make every attempt to present this class free of errors, but they do happen. If you see an error (due date, quiz question, etc.) please email me and let me know so I can fix it ASAP.

Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Learning Module 1</td>
<td>Assigned web links</td>
<td>No Quiz Assignment 1 due: Aug. 25</td>
</tr>
<tr>
<td>Introduction to Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Learning Module 2</td>
<td>Chapter 1</td>
<td>Quiz 1 due: Aug. 30 Assignment 2 due: Sept. 1</td>
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<tr>
<td>Introductions to Historical</td>
<td></td>
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# Assessment and Grading Criteria

**Assignments: 65%**

- A link to class assignments will be available under the Table of Contents for each Learning Module.
- The questions will relate to the textbook and web links provided.
- The assignments are to be submitted via the same link.
- You will be provided with an Answer Sheet in .doc/.docx format. Download it to your computer, fill in the answers, do a “Save” and upload it for grading. I especially appreciate it if your answers are in a different color than the text. It helps me when grading.
- The assignments are to be submitted via the Assignment link for each Learning Module.
- A comment box is available in the Assignment dropbox where you may post any comments you want me to read concerning your work. I, too, will use the comment box to post any comments I may have on your work as I was grading it. Please return to read the comments, especially if you do not receive a grade for an assignment within a few days of the due date.
- If you upload your work early (by 5 pm of the due date) I will look it over and notify you if you have any errors/mistakes. I will post a 0 for your grade and leave you a comment. You will have until the due date/time to revise and resubmit your work.
- I prefer your work to be answered using your own words, not copied verbatim from the text, the internet, or a fellow student. Copying answers, especially if not referenced, is plagiarism.
- Assignments will be graded on a 10 point scale. The grade will be based both on content and on completeness of the response.

<table>
<thead>
<tr>
<th>Learning Learning Module</th>
<th>Chapters</th>
<th>Quiz due</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Reading the Rocks</td>
<td>2, 6</td>
<td>Sept. 6</td>
<td>Sept. 8</td>
</tr>
<tr>
<td>4 Precambrian: The Archean</td>
<td>8</td>
<td>Sept. 13</td>
<td>Sept. 15</td>
</tr>
<tr>
<td>5 Precambrian: The Proterozoic</td>
<td>7</td>
<td>Sept. 20</td>
<td>Sept. 22</td>
</tr>
<tr>
<td>6 Life</td>
<td>9</td>
<td>Oct. 4</td>
<td>Oct. 6</td>
</tr>
<tr>
<td>7 Geologic Time</td>
<td>4, 5</td>
<td>Oct. 11</td>
<td>Oct. 13</td>
</tr>
<tr>
<td>8 Plate Tectonics</td>
<td>3</td>
<td>Oct. 18</td>
<td>Oct. 20</td>
</tr>
<tr>
<td>9 Paleozoic Era</td>
<td>10, 11, 12, 13</td>
<td>Oct. 25</td>
<td>Oct. 27</td>
</tr>
<tr>
<td>10 Mesozoic Era</td>
<td>14, 15</td>
<td>Nov. 8</td>
<td>Nov. 10</td>
</tr>
<tr>
<td>11 Extinctions</td>
<td>Assigned web links</td>
<td>Nov. 15</td>
<td>Nov. 17</td>
</tr>
<tr>
<td>12 Cenozoic Era</td>
<td>16, 17, 18, 19</td>
<td>Nov. 22</td>
<td>Nov. 29</td>
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**Grading Scale:**

<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>9-10</td>
<td>The assignment is complete and correct. It shows insight and careful reflection on the topic. It is well written with complete sentences that respond to the questions.</td>
</tr>
<tr>
<td>8-9</td>
<td>The assignment is essentially complete. The learner shows understanding of the topic although there are minor errors they are not conceptual in nature.</td>
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Assignments are due Thursday at midnight (Mountain Time). Assignments posted after the deadline will lose 1 point.
- Assignments can be turned in late up until the availability date.

Quizzes: 25%
- The quizzes will be multiple choice and are designed to test your reading comprehension. You will have a single opportunity to take each quiz and will have an hour to complete the quiz. You may use your book.
- The quizzes will become unavailable after the due date (Tuesdays at midnight) and if you miss the deadline you will not have an opportunity to complete the quiz.
- Quizzes will be graded automatically after the deadline and grades will be posted in the grade book. After the quiz has been graded you can review the quiz results, including your answers, correct answers and comments by clicking on the Completed link in the attempts column on the quiz page.
- One quiz grade will be dropped.

Final Exam: 10%
The final exam in this course will be delivered on-line and will be a combination of multiple choice and short answer questions (similar to those in assignments).
**Informed Consent:** Some individuals may choose to disclose personal information during class. Therefore, it is important that all classmates agree not to discuss or write about what others have discussed in class.

**Disability Statement:** Services for students with disabilities are provided through the Academic Support Center’s Disability Services Office in the Juan Chacon Building, Room 220. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, a quiet testing area, and undergraduate academic tutors. In order to qualify for these services, documentation must be provided by qualified professionals on an annual basis. Disability Services forms are available in the Academic Support Center.

**Military Statement:** If you are a military student with the potential of being called into military service and/or training during the course of the semester you are encouraged to contact the instructor regarding these matters.

**Professionalism:** Students are learning professional skills and are expected to engage in classroom discussions, complete reading assignments and turn in assignments in a timely fashion as befitting professional behavior.

**Scholarly Writing:** Use clear college level writing with correct spelling and grammar for all assignments. If you need help in writing, check with the UTEP Online Writing Center.

**Integrated Use of Technology:** Because this is an online course, I am making the assumption that you are comfortable utilizing a computer, and navigating various software programs like Microsoft Word, Powerpoint. If you have any questions about computer requirements see the Student Resources in Blackboard.

### Need Help?

1. Post a question to the Discussion Board. There is no such thing as a dumb question.
2. Post a question as a Blackboard email to your instructor.
3. Click on the Help button in Blackboard.
4. If the Blackboard system goes down or you have other technical questions, contact the UTEP Help Desk: helpdesk@utep.edu or (575) 574-4357.
5. Go to the Blackboard Student Resources page.

**Academic Integrity Policy and Procedures:** Each student shall observe standards of honesty and integrity in academic work completed at UTEP. Students may be penalized for violations of the Academic Integrity policy. Please refer to the Academic Integrity section in the current UTEP Catalog. (Clearly specify what you consider to be violations of academic honesty.)

**Caveats:** The schedule and procedures in this course are subject to change in the event of extenuating circumstances.

**Code of Civility:** In order to promote a positive, professional atmosphere among students, faculty and staff, the following Code of Civility has been developed:

- **Respect:** Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether verbal or written. Let your actions reflect pride in yourself, your university, and your profession.
- **Kindness:** A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person's feelings. Be nice.
- **Truth:** Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don’t lie, don’t cheat, and don’t steal.
- **Responsibility:** Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.
- **Cooperation:** Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.
- **Acceptance:** Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.
- **Professionalism:** Always conduct yourself in a manner that will bring pride to your profession, to the University, and, most importantly, to yourself.